

DOCUMENT RESUME

ED 072 200

VT 018 518

AUTHOR Knopf, Lucille
TITLE From Student to RN: A Report of the Nurse Career-Pattern Study.
INSTITUTION Public Health Service (DHEW), Washington, D.C. Div. of Nursing.
REPORT NO DHEW-Pub-NIH-72-130
PUB DATE 72
NOTE 170p.
AVAILABLE FROM Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (ST#1741-0040; \$1.00)

EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS Academic Failure; Career Choice; Dropout Characteristics; Educational Needs; *Goal Orientation; Government Publications; Health Occupations Education; Individual Characteristics; *Longitudinal Studies; *Nurses; Nursing; *Participant Characteristics; Persistence; Predictor Variables; Students; Tables (Data); Vocational Development
IDENTIFIERS *Nurse Career Pattern Study

ABSTRACT

This government publication provides the first comprehensive report of a longitudinal study initiated in 1962 by the National League for Nursing for the purpose of obtaining specific information about the biographical characteristics of nursing students, their occupational goals, and their reasons for choosing nursing as a career. Intended to assist Congress in developing effective legislation for improving nurse training, the Nurse Career-Pattern Study provides information to date on nursing students in baccalaureate, diploma, and associate degree programs. The five topical chapters deal with: (1) background and description of study, (2) characteristics of entering students, (3) those who graduated and those who withdrew, (4) variables related to graduation and withdrawal, and (5) summary and discussion. Data on nursing attrition rates imply that institutional factors need to be identified, studied, and remedied to decrease student withdrawals and prevent scholastic failure. Numerous appended tables present the data. Over 42,000 students in nine cohorts were studied in 1962, 1965, and 1967, noting differences among freshmen entering each of the three types of nursing program. (AG)

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FROM STUDENT TO RN

A Report of the Nurse Career-Pattern Study

by

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DHEW Publication No. (NIH) 72-130

U.S. DEPARTMENT OF HEALTH, EDUCATION,
AND WELFARE

Public Health Service National Institutes of Health
Bureau of Health Manpower Education Division of Nursing
Bethesda, Maryland 20014

The study upon which this publication is based has been assisted by Public Health Service contracts NIH 70-4117 and NIH 70-4096 (PH 108-6624).

Division of Nursing project officers are Dr. EUGENE LEVINE, *Chief, Manpower Evaluation and Planning Branch*, and HELEN H. HUDSON, *Public Health Analyst*.

Washington, D.C.

Issued 1972

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C. 20402 Price \$1
Stock Number 1741-0040

Foreword

The National League for Nursing, in 1962, initiated the Nurse Career-Pattern Study—a long-term study to obtain definitive information about the biographical characteristics of nursing students, their occupational goals, and their reasons for choice of nursing as a career. The study also examines the relation of these variables to the students' completion of the nursing program and their subsequent work in the nursing field.

This study relates directly to the interests of the Division of Nursing, which has responsibility for developing and augmenting information about nursing needs and manpower resources. Such information serves the purpose of assisting the Congress in developing effective legislation to provide for training increased numbers of well-qualified nurses and improving the quality of nursing care for this Nation. It assists the Division in effectively administering and implementing the legislation.

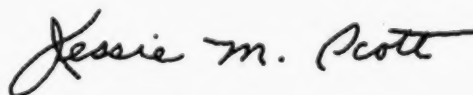
Accordingly, since enactment of the Nurse Training Act of 1964, the Division has supported extension of the Nurse Career-Pattern Study to students who in 1965 and 1967 entered educational programs to prepare for practice as registered nurses. The continuing participation of the nursing schools, students, and former students is vital to the conduct of this long-term study.

The Division has already been able to utilize information obtained from the first stages of this study in reports on the progress made under the legislation for the improvement of nurse training. As the study progresses, the accumu-

lated data will be increasingly helpful in providing a firm base for measuring the impact of Federal aid on nursing education and nursing services.

This publication is the first comprehensive report of the information provided to date by nursing students in baccalaureate, diploma, and associate degree programs. The author, Mrs. Lucille Knopf, was formerly Research Associate, and since 1969 has been the Director, of the Nurse Career-Pattern Study. The first Director, Dr. Barbara L. Tate, collaborated with Mrs. Knopf in writing the first chapter of this report and the description of the methodology in appendix B.

Additional reports will be published at intervals as the characteristics of the students and the progress of their nursing careers at various periods are recorded and analyzed.

A handwritten signature in cursive script that reads "Jessie M. Scott". The signature is written in dark ink and is positioned above the printed name and title.

JESSIE M. SCOTT
Assistant Surgeon General
Director
Division of Nursing

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Explanatory Notes

Regions. The regions referred to in this report are NLN regions, defined by the National League for Nursing as follows:

Region I, North Atlantic:

Connecticut	Massachusetts	Pennsylvania
Delaware	New Hampshire	Rhode Island
District of Columbia	New Jersey	Vermont
Maine	New York	

Region II, Midwest:

Illinois	Michigan	North Dakota
Indiana	Minnesota	Ohio
Iowa	Missouri	South Dakota
Kansas	Nebraska	Wisconsin

Region III, South:

Alabama	Louisiana	South Carolina
Arkansas	Maryland	Tennessee
Canal Zone	Mississippi	Texas
Florida	North Carolina	Virgin Islands
Georgia	Oklahoma	Virginia
Kentucky	Puerto Rico	West Virginia

Region IV, West:

Alaska	Guam	New Mexico
American Samoa	Hawaii	Oregon
Arizona	Idaho	Utah
California	Montana	Washington
Colorado	Nevada	Wyoming

NTA participants. Those schools receiving Federal aid for students through the loan provisions of the Nurse Training Act of 1964 are designated as *NTA participants*. Schools in the 1962 sample were counted as NTA participants if they were included in the published list of schools receiving assistance under the Act for any of their students in 1965. The 1965 list of NTA participants also was the basis for separating the schools in the 1965 sample of the study. Schools in the 1967 study samples were matched against the published list of schools receiving assistance in 1967, and were counted as NTA participants if their names appeared on this list.

Social index. For this study, *social index* is a composite of two factors—occupation and education—and is determined by using the formula and scale values developed by A. B. Hollingshead (Yale University, 1957). Each factor is assigned a numerical value and is weighted individually; then the two numbers are combined into a single score for each person. Scores, which range from 11 to 77, are stratified into five classes on the two-factor index. Class One (numerical scores 11 to 14) includes persons who had lengthy educational preparation and were in occupations assumed to be most complex. Class Five (numerical scores 61 to 77) includes those who had minimal education and were holding the least complex jobs.

Chapter 1

Background and Description of Study

Background

Since the 1950's the health occupations, including nursing, have been undergoing many radical changes. Among these are the selection and preparation of many types of health workers and their functioning in the health field.

Nursing practice encompasses various levels of complexity. Attempts to define these levels in terms of function have resulted in the preparation of nursing personnel in four types of educational programs. The 1-year practical nurse program prepares students for licensure as a practical or vocational nurse (LPN or LVN) and practice under the supervision of a registered nurse (RN). The 2-year associate degree program, the 2- or 3-year diploma program, and the 4-year baccalaureate program all prepare candidates to take the licensure examination for registered nurse. The main difference in the stated goals of the three registered nurse programs, all of which prepare students for first-level nursing positions, is that only the baccalaureate program prepares its students for public health nursing and for advanced education.

The National League for Nursing (NLN), a decade ago, recognized the need for more definitive data than were then available about nursing careers, particularly in these areas:

1. *Relation of type of nursing educational program to subsequent employment.* Although theoretically the four types of initial programs prepare for different levels of nursing, in actual practice the nurse often assumes functions in relation to the needs of the situation in which she is employed. Tabulations are available that indicate the gross numbers of nursing school graduates and numbers of nurses employed in various positions. However, the method of compiling these data does not lend itself to relating the type of nursing educational programs to subsequent employment.

2. *Relation of family responsibilities to nurse's work life.* Nursing is predominantly a woman's occupation, implying interruption of professional practice for marriage, childbearing, and child rearing. Yet educators and employers of nurses have given scant consideration to the planning of an interrupted work life for nurses. It has been quite widely assumed that

newly graduated nurses work for a while, marry, and leave the field permanently or temporarily. This assumption has been cited as one of the reasons why nursing manpower requirements exceed supply. Yet data on the nurse's work life in relation to the years of marriage and motherhood have not been available.

3. *Relation of type of nursing educational program to occupational goals.* Little is known about the extent to which occupational goals in nursing coincide with choice of educational program. It is not known whether nursing students have a specific occupational goal, and if they do, whether this goal is subject to revision and change. If so, under what circumstances do these changes occur? Often, for a registered nurse to change a career goal, preparation beyond the associate degree or hospital diploma is required. This sequence of educational experience is a common one for nurses, and information relating career goals and eventual completion of the baccalaureate would be valuable in guiding both prospective students of nursing and graduate nurses.

4. *Characteristics of students who withdraw from nursing educational programs.* A certain proportion of every group of nursing students withdraw from school before completing their studies. Little is known of the biographical characteristics of those who withdraw, or whether they return to nursing, continue in the health field, or pursue some other occupation.

Consideration of the above problems led the National League for Nursing to initiate the Nurse-Career-Pattern Study in 1962, to obtain information about nursing personnel prepared in the four types of educational programs; i.e., LPN and the three types of RN programs. After the passage of the Nurse Training Act of 1964, the Division of Nursing provided contract funds for NLN to extend the study to students who, in 1965 and 1967, entered any of the three types of participating programs to prepare for practice as registered nurses.

Purpose

The purpose of the Nurse Career-Pattern Study is to obtain definitive information about: the characteristics of students in the four types of nursing educational programs; their stated reasons for choosing nursing and the type of nursing preparation; their contribution to the health field after graduation; and, for those students who do not complete the program, their reasons for withdrawal and their activities afterward.

The specific purpose for replicating the study with classes entering registered nursing programs in 1965 and 1967 is to provide an analytical framework within which to measure, with some precision, changes in the characteristics of the student population, dropout rates among students, and the length of service in the nursing field after graduation; and thus to estimate the impact of the program of Federal financial support of nurse training.

Reports

Extensive amounts of descriptive material have been gathered in this broad study. Two reports from the 1962 segment of the study have been published.^{1,2} They are concerned solely with students who entered practical nursing programs and their subsequent careers. Also, a brief journal article describing the Nurse Career-Pattern Study and reporting some of the early findings was published in 1965.³

The present report covers part of the material gathered thus far from the students entering the associate degree, hospital diploma, and baccalaureate schools of nursing participating in the Nurse Career-Pattern Study in 1962, 1965, and 1967. It describes the students' biographical characteristics and their career plans. It presents, for the 1962 samples, reasons for choice of nursing as an occupation, choice of program and specific school; reasons for rejection of other types of nursing programs; and description of the person most helpful to the student in deciding about program and school. Descriptive data from those who graduated and those who withdrew from all three types of programs are tabulated for the 1962 samples and also for the 1965 samples of associate degree and diploma students. Cross tabulations between graduation/withdrawal and certain other variables are given, and reasons for withdrawal are described for the 1962 sample. These descriptive data and cross tabulations are presented in appendix A, tables 3-135.

Since this is a continuous ongoing study and since nursing programs vary in length, the gathering and processing of data is necessarily a staggered process. Other publications dealing separately with those who entered associate degree, diploma, and baccalaureate programs are planned. Future reports will deal with other aspects of nursing career patterns, notably work history.

Study Plan

The Nurse Career-Pattern Study consists of four concurrent, longitudinal studies of about 45,000 students in: (1) practical nursing programs; (2) associate degree programs; (3) hospital diploma programs; and (4) baccalaureate programs. When the study was initiated, samples of each type of nursing program were chosen by random number selection from the list of programs having State approval in October 1961.

To analyze and interpret the data collected, some specific questions were formulated, such as:

1. Do personal and social characteristics of students differ by type of

¹ Tate, Barbara L., and Lucille Knopf. *Nurse Career-Pattern Study. Part I: Practical Nursing Programs*. New York, National League for Nursing, 1968. 181 pp.

² Knopf, Lucille; Barbara L. Tate; and Sarah Patrylow. *Practical Nurses Five Years After Graduation. Nurse Career-Pattern Study*. New York, National League for Nursing, 1970. 76 pp.

³ Tate, Barbara L., and Lucille Knopf. "Nursing Students—Who Are They?" *Amer. J. Nurs.*, 65:99-102 (September).

4 Table 1.—Number of initial nursing educational programs (RN) in the United States and number participating in Nurse Career-Pattern Study, by variable: fall 1962*

Variable	Associate degree				Diploma				Baccalaureate			
	U.S.		Sample		U.S.		Sample		U.S.		Sample	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
NLN Region**												
Region I (N. Atlantic)	20	23.8	14	23.0	329	37.6	44	33.9	43	24.2	16	23.5
Region II (Midwest)	11	13.1	8	13.1	278	31.8	38	29.2	51	28.6	17	25.0
Region III (South)	19	22.6	15	24.6	212	24.3	39	30.0	50	28.1	18	26.5
Region IV (West)	34	40.5	24	39.3	55	6.3	9	6.9	34	19.1	17	25.0
Total	84	100.0	61	100.0	874	100.0	130	100.0	178	100.0	68	100.0
NLN accreditation status:												
Accredited	5	6.0	4	6.6	564	64.5	89	68.5	119	66.9	47	69.1
Not accredited	79	94.0	57	93.4	310	35.5	41	31.5	59	33.1	21	30.9
Total	84	100.0	61	100.0	874	100.0	130	100.0	178	100.0	68	100.0
Administrative control:												
College or university	18	21.4	15	24.6	9	1.0	0	0.0	177	99.4	68	100.0
Junior or community college	66	78.6	46	75.4	1	0.1	0	0.0	0	0.0	0	0.0
Hospital	0	0.0	0	0.0	829	94.9	128	98.5	0	0.0	0	0.0
Independent agency	0	0.0	0	0.0	35	4.0	2	1.5	1	0.6	0	0.0
Total	84	100.0	61	100.0	874	100.0	130	100.0	178	100.0	68	100.0
Financial support:												
Public funds	69	82.1	52	85.2	181	20.7	22	16.9	83	46.6	39	57.4
Private funds	15	17.9	9	14.8	693	79.3	108	83.1	95	53.4	29	42.6
Total	84	100.0	61	100.0	874	100.0	130	100.0	178	100.0	68	100.0

*Tabulations based on programs existing in fall of same year (1962).

**For States in the NLN Regions, see page xvii

program? Do these characteristics of students relate to their choice of program?

2. What reasons do students give for their choice of nursing and type of initial program?

3. Do their reasons for choosing a particular type of program indicate adequate knowledge of education available in nursing?

4. Do characteristics and reasons for choice of a particular program differ between students who complete the program and those who do not?

5. Do occupational goals differ by type of nursing program? Do occupational goals change between the time of entrance and graduation?

6. What are the actual occupational roles of the graduate nurses from each type of program 1, 5, 10, and 15 years after graduation?

7. What is the career pattern of graduates of each type of nursing program?

Detailed sampling procedures for the 1962, 1965, and 1967 groups are described in Methodology, appendix B.

Table 1 shows the number of initial RN programs in the United States in the fall of 1962 and the number participating that year in the Nurse Career-Pattern Study, by type of program, regional distribution, NLN accreditation, administrative control, and financial support.

Table 2 shows the proportions of State-approved RN programs that participated in the study in 1962, 1965, and 1967.

All students entering participating schools in the fall of 1962, 1965, and 1967 are included in the study. The same groups of students are followed as graduates and at intervals after graduation. Those who do not complete the program are asked to indicate their reasons for withdrawal and their subsequent activities.

Table 2.—Proportions of RN programs participating in Nurse Career-Pattern Study, by program and year of study: 1962, 1965, and 1967 samples*

Participation	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Participating	61	88.4	118	80.8	115	52.8
Not participating	8	11.6	12	9.2	103	47.2
Total	69	100.0	130	100.0	218	100.0
Diploma:						
Participating	130	14.7	119	14.2	100	12.5
Not participating	753	85.3	721	85.8	697	87.5
Total	883	100.0	840	100.0	797	100.0
Baccalaureate:						
Participating	68	39.1	67	35.6	65	31.0
Not participating	106	60.9	121	64.4	145	69.0
Total	174	100.0	188	100.0	210	100.0

*Samples based on programs existing in fall of previous year.

The students from all programs provide similar information, but each cohort is treated separately. Those entering participating schools in the fall of 1962 constitute the first four cohorts. The students entering initial RN programs in 1965 and in 1967 make up six additional cohorts currently providing data for analysis.

During the first month in the school of nursing, each student was asked to complete a questionnaire (Q1) containing three sets of questions: (1) biographical data; (2) reasons for choice of nursing, the particular program, and the school; and (3) career goals.

Shortly before graduation, students who were completing the program responded to a second questionnaire (Q2). Items on this form include marital status, number of children, information about spouse, future career plans, employment, and financial assistance during nursing school. At the same time, students who withdrew before completing the program responded to a second questionnaire (Q2 Wi). It was designed to elicit the student's primary reason for leaving, time of withdrawal, employment during and since nursing school, education since withdrawal, and financial assistance for nursing study. A series of questions about reenrollment in a nursing program also was included.

Samples of selected questionnaires, letters, and instructions are shown in appendix C.

The plan of the study calls for those who graduate from nursing school to complete additional questionnaires at intervals of 1, 5, 10, and 15 years after graduation. These questionnaires will update certain biographical material: marital status, number of children, and information about spouse. Also included are items asking for employment status, type of work, position, changes of position, membership in professional organizations, participation in community activities related to health, additional nursing education, and income from nursing. Four structured questions ask if work in nursing has met expectations.

Chapter 2

Characteristics of Entering Students

The initial questionnaire (Q1), divided into three parts, elicits information on: biographical data; reasons for choice of nursing, type of program, and school; and future career plans. To provide some estimate of the students' orientation to nursing as beginning students, the questionnaires were completed as soon as feasible after admission—usually within the first few weeks of school.

Personal Characteristics

Tables 3 through 10 provide information about entering students, as to sex, birthplace, age, marital status, number of children, ethnic group, religious affiliation, and position in family.

Practically all students who were admitted to all three types of nursing programs in the 1962, 1965, and 1967 samples were women. The highest percentage of men students (4.5 percent) occurred in the associate degree program in the 1967 sample. Most students were native-born.

The predominant age of entering students in all samples was 18 or 19 years. However, students entering the associate degree programs were generally older than those entering the other two types of programs. Only 50.9 percent (in 1967) and 62.1 percent (in 1965) of those entering associate degree programs were under 20 years of age, whereas 85 percent or over of those entering all samples of diploma and baccalaureate programs were under 20.

The difference in age of students entering associate degree programs is reflected in the responses to the item describing marital status. Between 20.4 percent and 26.9 percent of the associate degree students were married, and another 4.0 and 5.8 percent had been married at one time. However, more than 96 percent of those entering diploma and baccalaureate programs were single. Married students entering baccalaureate programs most frequently reported having no children. Married students entering diploma programs also most frequently reported having no children, but the proportions were lower than for the baccalaureate students; about a fifth of the married diploma students had one child or three or more children. Of those entering

the associate degree programs, more than a third of the students reported having three or more children.

More than 95 percent of all students entering diploma programs were white, and 92 percent or more of those entering baccalaureate programs were white. There was a slight increase between 1962 and 1967 in the percentage of Negro students entering baccalaureate programs—from 4.1 percent to 6.6 percent. Of the students entering associate degree programs, over 90 percent were white, and between 6.9 percent (in 1967) and 7.8 percent (in 1962) were Negro.

Census data for 1960 report the Negro population of the United States as 10.5 percent, and census estimates for 1969 report 11.2 percent of the U.S. population classified as Negro.⁴ None of the samples of this Career-Pattern Study represents the proportional ethnic distribution of white and Negro equal to the census data.

Most respondents indicated affiliation with one of the Christian religions. Higher proportions of students entering diploma programs were of the Roman Catholic faith than were students entering other programs. This may be due to the fact that a number of Roman Catholic groups continue to operate diploma schools of nursing. If a student were seeking a school with a religious affiliation, it might be more readily available in the diploma program. U.S. census data for 1968 estimate that, of church members, 54.0 percent are Protestant, 37.3 percent are Roman Catholic, and 8.7 percent belong to other religions.⁴ The latter proportion includes members of Jewish congregations. Contrasting the census data with NCPS data, it is noted those students with Protestant church affiliation are over-represented in the associate degree and baccalaureate groups. Those of Jewish faith and other religions are under-represented in all samples of entering nursing students.

The oldest child—usually a daughter in a family of two or more children—entered nursing in higher proportions than did her siblings. This phenomenon holds true for all samples and for all three programs. Any interpretation of this finding, interesting though it may be, is limited by the lack of knowledge of family dynamics and its relationship to vocational choice.

Education Before Entrance to Nursing School

Tables 11 through 16 give data on the students' academic standing in high school, the size of the community in which they lived while attending high school, whether they had previously attended a nursing program, and other related information.

As to academic standing in high school, the students' responses showed consistency over the 3 years within the three types of programs. That is, the percentage of students who had been in the top fourth, second fourth, etc. of their high school class varied little from year to year within each type

⁴U.S. Bureau of the Census. *Statistical Abstract of the United States: 1970*. 91st ed. Washington, U.S. Government Printing Office, 1970. 1018 pp.

of program. But the academic standing of each group differed, the baccalaureate groups having the highest percentages coming from the top fourth of their high school classes and associate degree the lowest.

More than a third of the associate degree students had been in the top fourth of their high school class; between 37.7 and 41.1 percent in the second fourth; and between 14.1 and 15.4 percent in the third fourth. A few had been in the bottom fourth.

Almost half of the students entering diploma programs had been in the top fourth of their high school class; between 37.8 and 38.7 percent in the second fourth; about 9 percent in the third fourth; and less than 1 percent in the bottom fourth.

Over 60 percent of those entering baccalaureate programs had been in the top fourth of their high school class; between 26.5 and 28.5 percent in the second fourth; a little over 6 percent in the third fourth; and 1 percent or less in the bottom fourth.

Participants also indicated the size of community in which they had been living while attending high school. Although the United States is considered to be a highly urbanized country, relatively small proportions of students in all samples indicated they lived in communities with populations of 250,000 or more. However, the possible frame of reference of the respondents must be considered. It is possible that those living in suburbs, which a demographer might consider an urban area, responded in terms of the assumed population of that particular suburb. Nevertheless, examination of the data does show that more students entering diploma programs came from communities the respondents categorized as less than 50,000 in population than did students entering associate degree and baccalaureate programs. Seventy percent or more of the diploma students in all samples listed the population of their place of residence as less than 50,000; between 60 and 63 percent of associate degree and baccalaureate students came from these smaller communities.

The size of high school graduating classes differed within and among the three types of programs. About a fifth of the associate degree students in all samples had attended high schools whose graduating classes numbered 300 to 499; approximately 19 percent had been in smaller schools, with 100 to 199 graduating; and those attending schools with 500 and over in the graduating class ranged from 13.4 to 17.4 percent.

A fourth or more of those entering diploma programs came from high schools where the graduating class numbered between 100 and 199; between 14.2 and 21.0 percent from smaller graduating classes of from 50 to 99; between 15.3 and 20.2 percent from larger graduating classes, 300 to 499. Another 8.4 to 15.8 percent of diploma students had graduated in high school classes of 500 and over.

Among the baccalaureate nursing students, two sizes of high school graduating classes are about equally represented—about a fifth in each of the categories “100–199” and “300–499.” Those reporting graduation from the “500 and over” category ranged between 12.9 and 21.8 percent. It would

be difficult to relate these differences in size of high school graduating classes to the differences in size of community reported by students in the three types of nursing programs, because some of the suburban and rural high schools may represent consolidated school districts and may not accurately reflect community size.

More than three-quarters of all students in all samples were attending a nursing school in the same State in which they had attended high school, and this was usually the State of their home residence. The only geographic mobility reflected in the data is among the baccalaureate students, of whom about a fifth sought their nursing education in a State other than their home State.

Some of the entering students in all three programs had attended a nursing school before their current enrollment, but this was most prevalent among the associate degree participants, ranging from 15.9 to 17.9 percent. Among those associate degree students, between 30.4 and 40.8 percent had either attended a practical nursing school or were already licensed practical nurses; between 37.0 and 45.4 percent had been in diploma programs; and between 12.9 and 14.4 percent had studied in baccalaureate programs.

Students entering diploma programs for whom this was a second admission had most often been in other diploma programs or perhaps were reentering the same school; these ranged from 32.2 to 47.5 percent. Between 23.5 and 35.2 percent had been in baccalaureate programs and between 15.5 and 25.5 percent in practical nursing programs.

Baccalaureate students who reported having attended some other nursing program were about equally represented by prior attendance in diploma and baccalaureate schools. Those who had been in practical nursing programs and were now entering a baccalaureate program ranged from 14.0 to 20.0 percent.

Information About Parents

Participants were requested to respond to items concerning their parents: i.e., whether the parents were living, their birthplace, occupation, employment, and years of education. Information compiled from these responses is presented in tables 17-32.

Generally, both parents were reported as living and as native-born. In all samples, over 91 percent of the mothers were living. More than 90 percent of the fathers of diploma and baccalaureate students and 81 percent of the fathers of associate degree students were living at the time the students entered nursing school.

The proportion of fathers who were physicians was about 1 percent or less among the associate degree and diploma participants, and slightly more than 3 percent for the baccalaureate respondents. Fathers of associate degree and diploma students were predominantly sales or clerical workers or had a skilled trade. "Sales or clerical workers" was also the most frequent category among the fathers of baccalaureate students, but in this group "professional

or semiprofessional workers" ranked second in order of frequency, followed by "skilled workers." Only among the diploma students did fathers classified as semi-skilled or unskilled make up 12 percent or more of the total groups. Although table 12 shows that considerable proportions of the students had lived in rural and small communities, it is worth noting that in all samples only between 5 and 8 percent of all fathers were farmers.

Higher proportions of fathers of diploma and baccalaureate students were currently employed than were fathers of associate degree students. However, the associate degree respondents were older than students in the other two groups and, proportionally, more of their fathers were reported as deceased. For the classification "employed by others" or "self-employed," the percentage of fathers reported as employed by others ranged from 50.3 to 55.3 percent for the associate degree groups, 65.7 to 69.1 percent for the diploma groups, and 60.0 to 65.1 percent for the baccalaureate groups. Participants' fathers who were self-employed constituted between 16.4 and 20.8 percent of the associate degree groups, 18.2 and 19.1 percent of the diploma groups, and 21.5 to 26.2 percent of the baccalaureate groups.

Fathers of associate degree and diploma students were usually reported to have had 12 years of education, but considerable proportions were classified as having 8 years or less of education. In the responses concerning fathers of baccalaureate students, two categories appeared with almost equal frequency; they were "12 years" and "16 or more years" of education.

Social index, as used in this study, is a composite of occupational title and number of years of education. These two factors are assigned numerical values, weighted individually, and then combined into a single score for each person. The scores are grouped into five classes on the two-factor index. The occupations assumed to be most complex, combined with the longest educational preparation, are assigned Class One. The range of job complexity and years of school completed are scaled down to the simplest tasks and minimal education, which would be Class Five on the index.^{5,6}

Generally, fathers of associate degree and diploma students were rated Class Four, which includes scores computed for the typical skilled worker with 12 years of education. For both these groups, Class Three was next in frequency. Among the baccalaureate students, about 10 percent of fathers were rated Class One: between 18.4 and 20.9 percent, Class Two; between 17.1 and 25.5 percent, Class Three; and between 26.1 and 32.9 percent, Class Four. Highest proportions of fathers at the lowest position (Class Five) were among the diploma group; and the proportions of fathers whose social index could not be classified were highest in the associate degree group.

In all three groups, most employed mothers were sales or clerical workers. Only in the baccalaureate group did service-type positions—most often school

⁵ Hollingshead, August B. *Two-Factor Index of Social Position*. Yale University, New Haven, Conn., 1957. Processed.

⁶ Hollingshead, August B., and Frederick C. Redlich. *Social Class and Mental Illness*. New York, John Wiley & Sons, Inc., 1958. 442 pp.

teachers—range as high as 6.0 to 7.8 percent. “Semiskilled or unskilled workers” was the second highest category among the mothers of associate degree and diploma students, but even here the proportions were small. Some students in all programs said their mothers were registered nurses—between 3.8 and 4.5 percent of the associate degree students, between 4.6 and 6.1 percent of the diploma students, and between 6.8 and 8.7 percent of the baccalaureate students. Approximately 1 to 2 percent of all mothers were licensed practical nurses. A third or more of all mothers were reported to be employed by others, and about 2 percent were self-employed.

Among the associate degree students, between 33.3 and 37.8 percent of their mothers had completed 12 years of education; between 19.1 and 21.8 percent had 13, 14, or 15 years; and between 8.0 and 10.0 percent had 16 years or more. In the diploma group, from 37.9 to 44.2 percent of their mothers had 12 years of education; slightly over a fifth had 13, 14, or 15 years; and between 5.9 and 6.6 percent had completed 16 or more years. From 34.1 to 37.0 percent of the mothers of baccalaureate students had 12 years of education; from 27.4 to 28.8 percent had 13, 14, or 15 years; and between 15.0 and 16.8 percent had completed 16 or more years.

The social index classification assigned to mothers for whom sufficient information was available follows a pattern similar to that of the fathers. The mothers of associate degree and diploma students were most often in Class Four. The baccalaureate students’ mothers, although also predominantly in Class Four, were higher proportionally in Class Two (e.g., a school teacher with 16 years of education) than were mothers of students in the other two types of programs.

Financial Information

The next three tables—33, 34, and 35—give information concerning family income and financial assistance that entering students received to help support their education.

Between the first sampling of Nurse Career-Pattern Study participants in 1962 and the last sampling in 1967, family income in the United States rose considerably. Census data indicate that in 1960, 42.0 percent of all families had an income below \$5,000 a year. In 1967, this proportion was 25.3 percent. In contrast, those in the \$10,000–\$14,999 bracket increased from 10.6 percent in 1960 to 22.4 percent in 1967, according to the *Statistical Abstract of the United States: 1970*.⁷

Annual family income as reported by NCPS respondents reflects these national trends. In all samples, those reporting family income below \$5,000 a year declined in proportions from 1962 to 1967. Also, the proportions of those reporting annual incomes of \$10,000 a year tended to increase over the years for all groups. Essentially, nursing students were drawn from the two categories represented by the intervals \$5,000–\$9,999 and \$10,000–

⁷ U.S. Bureau of the Census. *Statistical Abstract of the United States: 1970*. 91st ed. Washington, U.S. Government Printing Office, 1970. 1018 pp.

\$14,999. Among the three types of programs, family income distributions were similar for the associate degree and diploma students, but the baccalaureate students tended to have greater proportions in the higher income brackets.

A comparison of NCPS data with U.S. census data for 1967 shows that smaller proportions of families of study participants than of U.S. families in general were at the lowest level (below \$5,000) and also at the highest level (over \$15,000). In 1967, 25.3 percent of all families in the United States had annual incomes below \$5,000, but NCPS participants whose family incomes were below \$5,000 ranged from 13.1 percent (baccalaureate) to 17.1 percent (associate degree). In the \$5,000-\$9,999 category were 40.4 percent of the U.S. population, and between 32.4 percent (baccalaureate) and 44.7 percent (diploma) of NCPS participants' families. Representing earnings of \$10,000-\$14,999 were 22.4 percent of U.S. families and between 22.4 percent (diploma) and 28.1 percent (baccalaureate) of NCPS participants' families. Census data indicate that 12 percent of U.S. families have incomes of \$15,000 or more annually. The 1967 baccalaureate sample exceeds this, being 16.9 percent; but the associate degree sample at 9.0 percent and the diploma sample at 7.9 percent for that year are below the national figure.

Questions asking for information regarding scholarship and loan assistance in financing nursing education were added to the initial questionnaire after the passage of the Nurse Training Act of 1964. The number of students who reported having received Nurse Training Act (NTA) loan assistance increased between the 1965 and 1967 samples in all three groups, with the highest proportion—16.5 percent—reported by the baccalaureate group in 1967.

Those who had financial assistance such as a scholarship, loan, grant, or incentive award from other sources are grouped in the category "financial assistance—non-NTA." For the two samples of associate degree students, these were 24.0 and 23.0 percent; for diploma students, 24.9 and 30.9 percent; and for baccalaureate students, 32.3 and 41.2 percent.

Since NTA loans are administered through the various schools participating in the loan program, all samples were separated by this variable and proportions were recalculated. When the data for only NTA-participating schools were examined, as indicated in table 35, proportions for those in the loan program shifted. For the 1965 and 1967 samples, 6.3 and 10.7 percent of the associate degree students reported receiving loans; 14.0 and 21.2 percent of the diploma students; and 11.7 and 18.0 percent of the baccalaureate students. Obviously, some students reporting NTA loans may actually have had assistance from another source.

Choice of Nursing as a Career

All nursing students completing the initial questionnaire were asked: "What were your reasons for choosing nursing?" This open-ended question drew a variety of responses. Some students responded in a few words, whereas others gave highly descriptive and personal statements. In categor-

izing these responses for tabular presentation, it was intended to preserve the essential content; however, much of the richness and seriousness of the respondents' words was thereby lost. Students may have given one or many separate reasons, and each was coded and counted. Some students mentioned experiences or activities they felt had contributed to their choice of nursing. A good many simply stated, "I have always wanted to be a nurse." In a separate question, students were asked to name the person they felt had been most helpful to them in making the choice of nursing.

Tables 36-40 present the responses to these questions as finally tabulated. "To help others" was the predominant reason for choice of nursing among all groups, as given by 61.2 percent of the associate degree, 78.1 percent of the diploma, and 72.5 percent of the baccalaureate students. About a third of each group said they had chosen nursing because it was a good, a desirable, a respected, a worthwhile, or a rewarding profession. A smaller proportion of each group, between 15.4 percent (associate degree) and 20.3 percent (baccalaureate), expressed the idea that they were interested in learning about nursing, medicine, health, or biological sciences. More than a fifth of each group felt that nursing would be a self-fulfilling and gratifying profession. Between 13.7 percent and 15.6 percent thought nursing would provide economic security, either immediately or in the future. Many respondents expressed the thought that this was one profession in which a woman could always find employment.

Slightly over 13 percent of the associate degree and baccalaureate students and 9 percent of the diploma students felt their choice of nursing was related to previous employment in the health field. Both paid and volunteer work, primarily in hospitals, was mentioned. Smaller proportions of students in all groups felt that personal or familial experience with illness had influenced them to choose nursing, some had relatives or close friends in the health field (personal association), and a few had belonged to a group such as the Future Nurses' Club, which encouraged girls to consider nursing as a career. A spiritual experience had been a motivating influence for 5.6 percent of the associate degree, 12.5 percent of the diploma, and 9.7 percent of the baccalaureate students. Usually, these students implied that nursing was a "calling," a "vocation," that they had been "directly influenced by God," or were preparing themselves for work in the missionary field.

Although the response "Always wanted to be a nurse" cannot be considered a reason, this statement occurred often enough to merit tabulating; 18.2 percent of the associate degree, 16.5 percent of the diploma, and 19.1 percent of the baccalaureate students mentioned their long-standing desire for nursing. Small proportions of students were motivated by the examples of well-known real or fictional characters, others enjoyed the idea of being part of a hospital staff or wearing the nurse's uniform, and a few felt nursing was the only feasible education for them.

When students named the person who had been most helpful to them in choosing nursing, they most frequently mentioned a member of their family,

a friend, or an acquaintance whose occupation was not mentioned. This is true for all three groups. When the occupation of the helpful person was mentioned, it most frequently was a nurse, as reported by 23.0 percent of the associate degree students, 28.1 percent of the diploma students, and 27.7 percent of the baccalaureate students. Next in order of frequency, students said that no one had influenced them, that they had made their decisions themselves.

Choice of Program and School

Students also responded to open-ended questions asking why they had chosen a specific type of nursing program, who had been most helpful in aiding with this choice, and why they had chosen a particular school. Tables 41-44 show responses to these questions.

Among the associate degree students, the length of the program had been a deciding factor for many, 54.5 percent; next in frequency were financial considerations, for 27.3 percent; and the expressed desire to have both college and nursing experience, for 18.6 percent. Of those entering the diploma program, 26.5 percent thought this type of education gave better preparation for nursing; 24.8 percent also mentioned the length of the program; and 22.0 percent named some aspect of the diploma program that especially appealed to them.

Of the students entering the baccalaureate schools, 46.9 percent felt this type of program was desirable because they could have both college and nursing; 44.0 percent stated that with baccalaureate preparation they would have a better nursing career; and 16.0 percent felt that the collegiate program afforded better preparation.

The individual mentioned as being most helpful in guiding the choice of program was again a friend, an acquaintance, or a family member. Usually this person was working in a field not related to health, but very frequently a nurse or high school teacher or counselor assisted the student in choosing a program. This was true for all three types of programs. From 15.6 percent to 19.3 percent of the students stated they had made their own choice.

Among the associate degree students, the majority (63.1 percent) had chosen a particular school because of its convenient location. Others (41.1 percent) chose their school because they felt it was a good school; and still others (20.5 percent), because of financial considerations. Among the diploma students, 60.7 percent also chose their school because it was considered to be a good school; 35.0 percent because of its location; and 33.0 percent for personal reasons. The same general areas were also indicated by baccalaureate students as their reasons for choice of a school: 71.2 percent felt the college was a good school; 37.4 percent found the location convenient; and 19.4 percent felt they and their families could afford this particular school.

Rejection of Other Types of Nursing Programs

In addition to stating why they had chosen a specific nursing program, entering students were asked why they had decided against the other three types of nursing education. Responses are given by program in tables 45-47.

Among associate degree students, 32.2 percent had not chosen the baccalaureate program because they felt it was too long; 27.9 percent, because of finances; and 20.6 percent, because they felt they could attend in the future. Almost a third of the associate degree students gave no reason for bypassing the diploma program or gave an answer that was not coded. Those who did specify mentioned most frequently the length of the program or the fact that they preferred to have some college experience. Rejection of the practical nursing program was again based on the desire for the college experience or on the students' preference for registered nursing.

Among the diploma students, 23.7 percent did not go to the baccalaureate schools primarily because of financial reasons, and 13.9 percent did not because they preferred the hospital experience. Some diploma students—28.8 percent—stated they did not know the meaning of associate degree programs. From their responses, it could not be determined whether they did not know that these relatively new programs existed in 1962, when these data were collected, or whether the question as worded on the questionnaire was confusing to them. Another 31.2 percent either did not respond to this part of the questionnaire or they gave responses that could not be coded as reasons. Generally, diploma students—51.4 percent—had rejected the practical nursing program because they wanted more education; 19.5 percent rejected it because they felt that being a registered nurse was preferable.

The desire for the college experience and what they considered to be a good or better education runs through the baccalaureate students' responses given for rejecting other types of nursing programs. More than a fifth of the baccalaureate students stated they did not know the meaning of associate degree; 36.1 percent had not gone to diploma schools because they wanted college and nursing; and 34.9 percent said they preferred more and better education than the practical nursing program afforded.

Career Plans of Entering Students

Description of the entering students' future career plans is based on their responses to structured questions asking for the designation of their preferred clinical field, prospective employer, and prospective position 1, 5, 10, and 15 years after graduation; plans for work after marriage; and plans for further nursing education (tables 48-58).

For the first year after graduation, there is considerable consistency in responses among students in all three programs and for all three samples. Essentially, students thought they would be staff nurses, probably doing general nursing in hospitals. Other clinical fields mentioned frequently were medical, surgical, maternity, and pediatric nursing. Plans over the longer

span of time, although not presented here in tabular form, did show some shifting into positions of higher authority in the nursing structure.

Almost all students planned to do nursing work after they married. Between 75.1 percent and 79.9 percent of the associate degree students, between 73.6 and 83.1 percent of the diploma students, and between 70.6 and 81.5 percent of the baccalaureate students, planned to work after marriage. Proportions who stated they would not work varied from 1.0 to 1.9 percent for the associate degree, 1.0 to 3.5 percent for the diploma, and 1.5 to 4.7 percent for the baccalaureate students. The lowest proportions of those who stated they would not work after marriage occurred in the 1967 sample. Some students in all programs and all samples were undecided about their work role after marriage.

Plans for further nursing education were similar among the associate degree and diploma students. Those who were planning more education ranged from 48.9 to 50.3 percent for the associate degree students and from 41.2 to 44.1 percent for the diploma students. Between 23.2 and 24.8 percent of the associate degree students and between 27.1 and 30.2 percent of the diploma students were undecided about further education; between 16.2 and 20.8 percent of the associate degree students and between 21.2 and 25.7 percent of the diploma students did not plan any more nursing education.

Baccalaureate students were almost equally divided among the "yes," "undecided," and "no" responses to the question on further education for all three samplings, with about 30 percent giving each response.

Chapter 3

Those Who Graduated and Those Who Withdrew

Withdrawal before completion has long been considered a problem in education, and this is especially true in nursing education, where manpower demands are urgent. Extensive data have been gathered from Nurse Career-Pattern Study participants relating to withdrawal and/or graduation.

In this chapter, descriptive material is presented; in the next chapter, statistical interrelationships between variables are discussed. As mentioned previously, shortly before graduation the study participants completed a second questionnaire (Q2). At the same time, each student who had withdrawn from nursing school was sent a questionnaire (Q2-Wi) individually. A discussion of the tabulations resulting from these two questionnaires follows. Some questions were the same on both questionnaires; others related specifically to the status of the newly graduated or the withdrawals. Data are presented for the 1962 and 1965 samples of associate degree and diploma students and for the 1962 baccalaureate sample.

Rates for graduation and withdrawal and for return of questionnaires are given in tables 59 and 60. The tables also show that the proportions of students graduating or withdrawing differ among the three types of nursing programs. Of the two samples of associate degree students, 58.5 and 59.4 percent graduated and 41.5 and 40.6 percent withdrew. Of the diploma participants, more than two-thirds—or 67.6 and 69.6 percent—graduated and 32.4 and 30.4 percent withdrew. The baccalaureate sample presents still another picture: 50.5 percent graduated and 49.5 percent withdrew.

The questionnaire that was administered by the school to those about to graduate had a higher response rate than the questionnaire mailed individually to those who had withdrawn. However, all groups represent a proportional response considered high for mail responses. More than 96 percent of the graduates in all programs in all samples returned the questionnaires. Response rates for students who withdrew were: 68.3 and 76.0 percent for the associate degree; 80.6 and 79.7 percent for the diploma; and 74.2 percent for the baccalaureate.

Reasons for Withdrawal From Nursing School

A structured list of possible reasons for students' withdrawal from school was sent to the director of each participating school. It was requested that the director designate one primary reason for withdrawal of each student who was not completing the course. The same list and the same request were included on the questionnaire sent to students who had withdrawn. Tables 61-63 show directors' and students' reasons for withdrawal from the three programs.

In both the 1962 and 1965 data collections for associate degree and diploma programs, scholastic reasons for withdrawal predominated, with directors and students both giving this response but in different proportions. Directors indicated that 48.4 and 45.8 percent of associate degree students had withdrawn for scholastic reasons. Next in frequency was the reason "no longer interested in nursing," 11.4 and 14.5 percent. The same two reasons were mentioned most frequently by associate degree students but in somewhat different proportions: "scholastic," 28.1 and 27.5 percent; "no longer interested in nursing," 16.5 and 18.0 percent. "Personal or family problems" was mentioned as the reason for withdrawal by 11.6 and 14.6 percent of the associate degree students. In each data collection, there were some students who rejected the structured list of responses and accepted the option of writing in their own reason. These reasons were usually related to dissatisfaction with the particular program, school, faculty, or clinical staff.

Among the diploma students, three reasons for withdrawal predominated: "scholastic," "no longer interested in nursing," and "marriage." Proportions of directors indicating scholastic reasons were 39.3 and 40.4 percent; "no longer interested in nursing," 18.0 and 22.2 percent; "marriage," 16.8 and 12.3 percent. Students replied in the following proportions: "scholastic," 27.5 and 27.3 percent; "no longer interested in nursing," 14.9 and 19.9 percent; and "marriage," 18.5 and 15.0 percent. Slightly over 10 percent of the diploma students had personal or family problems, and some also mentioned dissatisfaction with program, school, faculty, and staff. A few of the diploma students also volunteered reasons related to the nursing student's residence or residence regulations. Another small group mentioned their work assignments on the clinical units, usually in terms of the amount of work or responsibility given to them as students.

Withdrawal from the baccalaureate program was indicated as due primarily to loss of interest in nursing. Directors indicated this reason for 25.7 percent of the withdrawals; 31.8 percent of the withdrawals themselves gave this as their reason. This included all baccalaureate students who changed their major area of study, although they may have remained in college. Second in frequency were scholastic reasons: 23.3 percent according to directors; 20.7 percent according to students. For more than a fourth of the students, the director could supply no reason, or mentioned an uncoded reason such as "moved out of State." In some of the colleges in the study, reasons for student withdrawal were not available to the director of the nursing program;

and in some instances, directors simply said the student never reregistered after a vacation period. Baccalaureate students who said they had left school because of marriage amounted to 14.9 percent. In view of the fact that most programs allow married students to continue, it is implied that withdrawal was the student's choice.

Sex and Marital Status of Graduates and Withdrawals

Since the nursing student population is primarily women, it follows that both graduates and withdrawals were also predominantly women. However, as demonstrated in table 64, among the small number of men in the groups sampled, a considerable number withdrew before graduation.

Table 65 gives the marital status at time of graduation for those completing the program. For those who had withdrawn, a considerable proportion appear to have been married between the time they left nursing school and the time they completed the questionnaire. Of the associate degree graduates, 58.9 and 63.6 percent were single at the time they graduated; 33.3 and 30.4 percent were married; and 6.9 and 5.2 percent were formerly married. Among the associate degree students who withdrew, the proportions were as follows: single, 38.0 and 54.4 percent; married, 55.5 and 41.2 percent; and formerly married, 5.8 and 4.2 percent. Among diploma students at the time of graduation, slightly more than 85 percent were single, 13.6 and 14.1 percent were married. Apparently some students had married during the program and remained to graduate (table 6). The marital status of diploma students who withdrew before graduation differed from that of the graduates. Forty and four-tenths percent and 52.1 percent had remained single; 55.5 percent and 45.4 percent had married. Of the baccalaureate graduates, 79.5 percent were single and 18.8 percent were married; and of the baccalaureate withdrawals, 46.3 percent were single and 51.4 percent were married.

Employment and Financial Assistance During Nursing School

Tables 66-72 give information on employment during nursing school and financial assistance reported by graduates and withdrawals. Both graduates and withdrawals responded to these questions in terms of the entire length of time they spent in the nursing program. Since most students who withdrew did so during their first year (table 82), the frame of reference for graduates and withdrawals is undoubtedly different.

The majority of graduates from all three nursing programs had been employed at some time during their student days. Proportions for associate degree were 65.3 percent of the 1962 admissions and 71.5 percent of the 1965 admissions; for diploma, 63.4 and 76.7 percent; and for baccalaureate, 92.8 percent of the 1962 admissions. Most of these students who had worked had been employed in hospitals, doing nursing or auxiliary nursing work. The category "Allied medical" in table 68 includes all who were nurse's

aides; X-ray, operating room, or other specialized technicians; or medical-clerical workers.

The proportions of students who withdrew from nursing and had been employed during school were: associate degree, 37.1 and 40.1 percent; diploma, 19.9 and 21.5 percent; and baccalaureate, 31.1 percent. The associate degree and diploma students who withdrew before graduation had been employed most frequently in hospitals, doing nursing or auxiliary nursing work. Baccalaureate students, on the other hand, had usually done non-nursing work; often they were employed by business concerns or by the college in which they were students.

Between samplings in 1962 and 1965, financial assistance available to nursing students changed at both Federal and local levels in some States. Therefore, questions relating to financial assistance were slightly different on the questionnaire sent to graduates. Results are presented in tables 70 and 71.

Slightly over 31 percent of the graduates from associate degree and diploma programs of the 1962 sample reported having received scholarship assistance, and most frequently in the \$101-\$500 range. Of the baccalaureate graduates, almost 46 percent had received scholarship assistance; 22 percent had received over \$1,000 each. The proportions of graduates who had financed their education with the assistance of loans were: 24.1 percent of the associate degree, 21.5 percent of the diploma, and 31.4 percent of the baccalaureate. The amounts reported most frequently were the same as for scholarships.

Comparing withdrawals with graduates in the 1962 samples, smaller proportions of those who withdrew reported having received financial assistance. Those who had received scholarship aid were 15.2 percent of the associate degree, 20.3 percent of the diploma, and 25.7 percent of the baccalaureate withdrawals. Loan assistance ranged from 14.7 percent for the associate degree withdrawals to over 16 percent for both diploma and baccalaureate withdrawals.

Government scholarships (Federal, State, and local) received by those entering nursing in 1965 amounted to 13.9 percent of the associate degree and 8.8 percent of the diploma participants who graduated. Non-government scholarships were about the same for the two groups: 20.5 percent for the associate degree and 21.0 percent for the diploma students. NTA loans had assisted 9.1 percent of the associate degree group and 17.1 percent of the diploma group. Other types of loans were obtained by 19.1 percent of the associate degree group and 11.5 percent of the diploma group.

Students from the 1965 sample who withdrew from these two programs had proportionally less financial assistance (table 72).

Career Plans of Seniors Expected To Graduate

As the time for graduation approached, students again answered inquiries (questionnaire Q2) regarding their career plans (tables 73-81). Responses of seniors describing their plans for the first year after graduation were

essentially the same as responses concerning the first year after graduation given by all students on entering the class. Most respondents in all three groups for all data collections thought they would be staff nurses in hospitals, doing medical-general or surgical nursing. However, there were two exceptions: In the baccalaureate group (1962), 12.2 percent thought they would be doing public health nursing a year after graduation, and in both the diploma (1965) and the baccalaureate (1962) groups, 14.1 percent chose pediatrics as their clinical field.

Responses describing work plans for 15 years after graduation indicate that many seniors anticipated some degree of career mobility. Although more than a fifth of the associate degree participants thought they would continue in medical-general nursing, 13.4 and 11.8 percent chose psychiatric nursing as a clinical field. Over 19 percent of the associate degree participants thought they would be head nurses, and a considerable group felt they would be working for physicians or dentists. Among the diploma group, medical-general, surgical, pediatric, and maternity nursing continued to attract the highest proportions of those who felt they would be head nurses or staff nurses working in hospitals or for physicians. The predominant clinical fields that baccalaureate respondents thought they would be in 15 years after graduation were public health nursing followed by medical-general, pediatric, and psychiatric nursing. More than a fifth thought they would be employed by hospitals; 18.2 percent thought they would be employed by schools of nursing. Almost a third anticipated becoming head nurses, and 23.6 percent thought they would remain at the staff level.

At the time of graduation, between 70.4 and 79.6 percent of all groups thought they would be employed in nursing after marriage; however, between 14.8 and 21.0 percent did not respond to this question. Plans for future education varied. Affirmative responses ranged from 45.8 percent of diploma graduates to 54.9 percent of associate degree graduates; and 34.9 percent of the baccalaureate graduates indicated they planned to continue their nursing education. Associate degree and diploma seniors thought they would finance their future education from their earnings or with a combination of savings and earnings. Baccalaureate respondents most frequently thought a combination of scholarships, savings, and earnings would pay for future education, and 11.6 percent named scholarships exclusively. Many did not reply to this question.

Subsequent Education and Employment of Those Who Withdrew

Those students who withdrew before graduation replied to questions concerning the year of withdrawal and their activities since leaving nursing school. Tables 82-91 enumerate these responses. Among associate degree withdrawals, more than 71 percent of the 1962 group and 76 percent of the 1965 group withdrew in the first year; 25.0 and 21.9 percent in the second year. (There are a few associate degree programs that are 3 years in length.) The proportions of diploma student withdrawals in the 1962 and 1965

samples were 63.6 and 70.4 percent, respectively, during the first year; 26.1 and 23.5 percent during the second year; and 8.4 and 4.3 percent during the third year. Of the baccalaureate students who left, 52.0 percent withdrew in the first year, 31.4 percent in the second, 11.8 percent in the third, and 2.6 percent in the fourth year.

As soon as responses to withdrawal questionnaires were received at NLN, they were checked to determine if the participant had reenrolled in the same school or the same type of program. All respondents who indicated they had gone back to nursing school and were in the same type of program were followed as possible graduates. When respondents reentered nursing but in a different type of program, they were considered as withdrawals from the original sample. Included in tables 83-85 are, therefore, all participants who entered a different type of nursing program, or those who reentered the same type of program and did not respond to inquiries regarding their graduation.

Among the associate degree students, 19.9 and 13.2 percent went back to nursing school; the diploma proportions were higher, 23.0 and 22.6 percent; and for baccalaureate, 17.8 percent reenrolled. Of the associate degree students who returned to nursing school, most of those in the 1962 sample continued in the associate degree program, but most of those in the 1965 sample attended a practical nursing program following withdrawal. The diploma students in the 1962 sample usually reentered diploma or practical nursing programs, but most of those in the 1965 sample enrolled in practical nursing or associate degree programs. Most of the baccalaureate withdrawals reentering nursing school went to diploma programs.

At the time participants completed their withdrawal questionnaire, some had already graduated from the program in which they had reenrolled. This was possible because withdrawal questionnaires were mailed at about the same time the student would have graduated from the original program. Most of those who reentered, however, were still enrolled in the subsequent program, and a few had withdrawn from nursing school a second time. In some States, students who had education in a registered nurse program were allowed to take the examination to become a licensed practical nurse, and, from responses, they apparently passed this licensure examination.

As shown in table 86, many of the respondents who had withdrawn from nursing programs indicated they would like to return if it were possible. The proportions for the 1962 and 1965 samples who expressed that desire were 44.8 and 48.5 percent of the associate degree withdrawals; 42.1 and 37.6 percent of the diploma; and 32.6 percent of the baccalaureate (1962 sample). The two main factors that prevented their return to nursing school were cited as "marriage and home responsibilities" and "financial difficulties." (See table 87.) Participants also indicated whether they had attended any educational program other than nursing after withdrawal (table 88). The proportions of those who had done so were: among the associate degree groups, 38.3 and 40.2 percent; among the diploma groups, 32.3 and 33.8 percent; and among the baccalaureate group, 58.6 percent. The former

associate degree and diploma students seemed to prefer business subjects; baccalaureate participants went on to study in education or liberal arts (table 89).

More than half of the withdrawals from all programs in the 1962 and 1965 samples were employed at the time they responded to the questionnaire, and they generally were working in the business world (tables 90-91).

Chapter 4

Variables Related to Graduation and Withdrawal

Among the insistent questions in nursing toward which the Nurse Career-Pattern Study was directed are these: What are the characteristics of students who graduate from nursing schools and of those who withdraw before graduation? And do these two groups differ?

The data presented thus far have described participants by their initial responses as entering students and by their responses as graduating students or as students who withdrew before graduation. In addition to descriptive data, all variables of the initial questionnaire—that is, those dealing with biographical data, reasons for choice of nursing, reasons for choice of a specific program and school, and future career plans—were examined statistically by cross tabulations on graduation or withdrawal. Programs were written and executed that enabled comparison of any and all variables with any other variable. This chapter reports only the related variables for which the computations yielded a significant *chi-square* of .001. The cross tabulations deal with the 1962 sample and each set is limited to the participants from one type of program. No computations among the three different programs have been done, since this type of comparison is not related to the original aims of the study.

Associate Degree Programs: Graduates and Withdrawals

In the tabulation of data from the associate degree students, seven items met the criterion of significance (.001). They were: geographic location of nursing school; age at entrance to nursing school; marital status at entrance; high school academic standing; previous attendance in a nursing program; position in the family; and future plans for nursing education (tables 92-98).

All schools participating in the study were grouped, by geographic location, into NLN Regions. There was a significant difference in graduation and withdrawal rates of associate degree students in the various regions. Region IV (West) had the lowest withdrawal rate (37.1 percent), and Region III (South) had the highest (48.9 percent). The national figure was 41.5 percent.

A statistical relationship exists between marital status at entrance and graduation or withdrawal for women in associate degree programs. The same computation for men was not significant. Those women who were married or formerly married when they entered the associate degree program graduated in higher proportions, 67.2 percent of the married and 64.6 percent of the formerly married, than did single students (55.7 percent).

Age at entrance was also related to graduation and withdrawal; the youngest group, under 20 years old, had the lowest graduation rate (53.2 percent), but those over 20 years old had graduation rates ranging from 61.2 percent (age 35 and over) to 66.8 percent (in the 25-34 age group).

As might be anticipated, there is a statistical relationship between academic standing in high school and graduation from the associate degree program. Of those who had been in the top fourth of their high school class, 68.1 percent graduated from nursing school; of those who had been in the lower half, only 46.1 percent completed the nursing program.

The women who attended an associate degree program in a second attempt to become registered nurses and the practical nurses who continued their studies in an associate degree nursing program graduated in higher proportions than did students who entered the nursing program for the first time. Of those who had been in some type of nursing program before their current enrollment, 66.9 percent graduated; of those attending nursing school for the first time, 57.2 percent graduated.

The greatest proportion of women entering the associate degree program stated they were the oldest child in the family; of this group, 45.1 percent withdrew and 54.9 percent graduated. Those who were "only children," the smallest group among the enrollees, had an even higher withdrawal rate, 47.3 percent. Those who were the youngest in the family and those who had both younger and older siblings graduated in higher proportions, 60.9 percent and 64.2 percent, respectively, than did only children and oldest children.

All participants were asked if they planned to continue in nursing beyond the associate degree level. Among the women who were planning further education in nursing, 62.5 percent graduated, as compared with about half of those whose educational plans were indefinite or who did not think they would continue beyond the current program.

Associate Degree Programs: Variables Related to Reasons for Withdrawal

As mentioned earlier, the directors of the nursing programs gave what they considered to be the primary reason for each student's withdrawal, and each student who withdrew gave one main reason for withdrawal. These two responses were compared statistically for each respondent (tables 99-101). It was found that a statistical relationship exists between the director's reason and the student's reason for withdrawal. Nearly 84 percent gave the same response concerning marriage or pregnancy as a reason for withdrawal; 71.0 percent, loss of interest in nursing; 56.4 percent, health; 47.2 percent,

scholastic; and 42.9 percent, personal and family problems. Responses that exhibited the lowest proportion of agreement were among those who withdrew to enter a different nursing program, and those who stated they had left nursing because of financial problems.

Since the director's and student's reasons for withdrawal are related to each other, it is to be expected that these two variables, when compared with other items, would demonstrate a statistical relationship to the same variables. Both marital status and age (two variables that are related in the general population) were related to the director's and student's reasons for withdrawal at the .001 level. The two predominant reasons that single women gave for leaving nursing school were scholastic failure or that they were no longer interested in nursing; married women left because of personal/family problems or pregnancy; and formerly married students left because of personal/family problems or health problems. The two predominant reasons given by the directors were the same for the single students—"scholastic" or "no longer interested in nursing;" for married students, personal/family problems and scholastic reasons were proportionally first and second; and for the formerly married, "scholastic" was followed by "health."

Associate degree students who were under 20 years of age when they started their studies usually gave a scholastic reason for withdrawal (34.1 percent), or they indicated they were no longer interested in nursing (20.8 percent). Women between the ages of 20 and 24 left nursing school for scholastic reasons or because of marriage and/or pregnancy. Among the students over 25 years of age, most gave "personal/family problems" or reasons of health as the cause of their leaving nursing school. Among the reasons offered by directors, the pattern for the youngest group was the same as the students' reasons. The reasons indicated most frequently by directors for those students between 20 and 24 years of age who withdrew were "scholastic" or "unsuited for nursing." For women over 25, "scholastic," "personal/family problems," and "health" were the predominant reasons offered by directors.

Diploma Programs: Graduates and Withdrawals

Among the diploma schools, five variables were statistically related to graduation and withdrawal: financial support of school; region of school; high school academic standing; ethnic group; and geographic mobility of participants (tables 102-106).

Most of the diploma programs were supported by what is usually considered private funding, and these schools had a higher rate of graduation (69.0 percent) than did publicly supported schools (58.1 percent). Fewer diploma programs were located in Region IV (West), but this region had the highest proportion of women who withdrew, 43.6 percent. Region III (South) was next with 39.8 percent, but during the 3 years between entrance and graduation, three of the schools in the study closed and all of them were located in Region III. When notification was received that a diploma program in the

study had closed, the students were followed individually. If students had transferred into another diploma program, they were retained in the study. However, the closing of schools might be contributing to a higher than average rate of attrition in Region III.

Geographic location, in terms of a comparison between the State in which the respondent said she was born and the State in which she had attended high school, was also related to withdrawal or graduation. In table 104, reference to the *United States* means the continental 48 States, and *regions* refer to previously defined NLN Regions. The highest graduation rate, 69.2 percent, was among those who had attended high school in the same State in which they were born. The lowest rate, 53.7 percent, was for those who had been born and had attended high school outside the continental United States.

As the reported high school academic standing decreased, the rate of withdrawal increased. This is true although smaller proportions of entering women students had been in the lower half than in the upper half of their high school graduating class. Proportionally, students who reported themselves to be Negro or belonging to a group other than white were under-represented in the sample; however, these groups accounted for more of the withdrawals, 40.9 and 52.6 percent, than did the white group 31.7 percent.

Diploma Programs: Variables Related to Reasons for Withdrawal

Three variables describing characteristics of the diploma school were related to reasons the directors gave for students' withdrawal: region of the country; NLN accreditation status; and participation in the NTA loan program (tables 107-109). These statistical relationships should be considered in the light of other relevancies. Withdrawal and graduation have already been demonstrated to be related to region, and accreditation by the appropriate body was a stipulation for schools participating in the NTA loan program. Regions III and IV had 41.0 and 46.6 percent, respectively, who left school for scholastic reasons as compared with a national proportion of 39.3 percent. The proportions of those withdrawing before completion for scholastic reasons were 42.1 percent among students in nonaccredited programs and 40.0 percent for students in schools participating in the loan program.

A statistical relationship exists between the directors' and students' reasons for withdrawal, and these two variables are in turn related to time of withdrawal, high school academic standing, and age (tables 110-113). Indicating scholastic reasons, 87.9 percent of both directors' and students' responses were consistent; followed in proportional size by "marriage or pregnancy," 73.2 percent; "no longer interested in nursing," 54.7 percent; and "health," 53.7 percent. Greatest areas of disparity between the reasons given by students and those given by directors exist between "unsuited for nursing" and "scholastic;" "to enter different program" and "scholastic;" "other" and "no

longer interested;" and "personal and family problems" vs. "no longer interested."

In examining reasons for withdrawal by the year of withdrawal from the diploma program, it can be seen that most of those who withdrew in the first year left for scholastic reasons. The predominant reason for withdrawal in the second year was marriage. Withdrawal in the third year was attributed largely to marriage, pregnancy, and—among the students' reasons—personal/family problems. Although some students who had been in the top fourth of their high school classes withdrew from nursing school for scholastic reasons, sizable proportions withdrew also because of marriage or diminished interest in nursing as a career. For students who had ranked below the top fourth of their high school class, scholastic reasons for withdrawal from nursing school predominated.

Students entering diploma programs were a homogeneous group, being mostly under 20 years of age, single, and white. Information in tables 113, 114, and 115 should be viewed in relation to entire sample characteristics. Among all age groups, the highest proportions of withdrawals left for scholastic reasons, but there is some indication that students over 20 years of age may have withdrawn more frequently for marriage, personal/family problems, and health than did younger students.

According to the directors, more of the women who had been married before they entered the diploma school withdrew for personal/family problems, health, and other reasons than did withdrawals who were single when they entered. Almost all the students who classified themselves as being Negro, oriental, or "other" withdrew from diploma programs for scholastic reasons.

Baccalaureate Programs: Graduates and Withdrawals

Twelve items in the baccalaureate sample proved to be statistically significant at the .001 level when examined by graduation or withdrawal. Since there were only 16 men in the entire sample, most of the following variables are given for women in the study. For the baccalaureate sample of schools, a statistical relationship exists between financial support of the school, participation in the NTA loan program, geographic region of school, and graduation or withdrawal. Personal characteristics of students related to graduation or withdrawal were: marital status at entrance; age; geographic mobility; high school academic standing; and ethnic group. Other variables related to graduation or withdrawal were: father's occupation; three specific reasons for choice of nursing as a career; and reason for choice of the baccalaureate program and the particular school (tables 116–127).

Students in publicly supported colleges and universities graduated in smaller proportions, 42.9 percent, than did those in private institutions, 66.3 percent. Student selection in public facilities of higher education is often quite different from selection procedures employed by private colleges. Those colleges and universities participating in the NTA loan program graduated

students in higher proportions, 52.0 percent, than did schools not participating in the program, 42.2 percent. To participate in the loan program, the nursing schools must be accredited or have reasonable assurance of accreditation; however, the accreditation status of the baccalaureate program was not statistically related to the withdrawal or graduation of students from the programs. Whatever factors enter into a school's participation in Federal programs are possibly related to the degree to which students complete the program.

As with the other registered nurse programs, geographic location of the baccalaureate school was related to withdrawal and graduation. Schools in Region I (North Atlantic) and Region II (Midwest) had higher graduation rates, 61.2 percent and 59.1 percent, respectively, than did schools in Region III (South), 42.2 percent, and Region IV (West), 42.9 percent.

Marital status at the time of entrance to the baccalaureate program was related to graduation or withdrawal, with 35.8 percent of the married and 24.1 percent of the formerly married graduating, as compared with 50.8 percent of the single. Table 119 includes all participants; the two variables for women alone were significant between the .01 and .001 level. Five of the men in the study were married or formerly married and, of these, only one graduated.

Most of the students entering baccalaureate programs were under 20 years of age; however, the highest rate of graduation, 64.0 percent, was among those women who were between 20 and 24 years old when they started their program. Because of the small numbers of students over 35 years of age, relationship between this age group and other variables must be interpreted with caution.

There was a statistical relationship between the students' birthplace and the location of the high school they attended. Those whose birthplace and high school were both outside the continental United States had the highest graduation rate, 60.0 percent, followed by those whose birthplace and high school were in the same State, 53.4 percent.

The occupational classification of the fathers of the baccalaureate students was related to withdrawal and graduation. Daughters of physicians and those in health-related work had the highest rate of graduation, 57.3 percent. Daughters of those in military service and of blue collar workers had rates of graduation lower than the total sample, 35.9 and 45.9 percent, respectively. Similar to students in the other nursing programs, baccalaureate students in the top fourth of their high school class graduated in higher proportions (61.1 percent) than did those in the bottom fourth (8.0 percent). Ethnic group was also related to the students' completing their nursing program. Of those classifying themselves as "Other" (oriental, Indian, etc.), 58.3 percent graduated; of the white students, 51.4 percent graduated; and of the Negro students, 29.8 percent graduated.

Although all participants in all nursing programs were asked the same questions, only among the baccalaureate students were reasons for choice

of nursing as a career related to withdrawal or graduation. Students who mentioned the attributes of the nursing profession—i.e., that it was a respected profession, a means of contributing to society, or that nursing provided opportunities for personal growth—graduated in higher proportions (56.1 percent) than did students who did not mention this aspect of nursing (48.1 percent). Women who said they had chosen nursing because of an interest in learning more about science, health, or skills related to caring for people were enumerated under the category of “intellectual” aspects. Of these students, 56.6 percent graduated, compared with 49.0 percent of those who did not mention a reason that could be categorized in this area. Some students made a statement that implied a commitment to an ideal beyond nursing itself; i.e., they were inspired by God, a spiritual experience, or they were planning to do missionary work. Of students giving these responses, 59.9 percent graduated, and 49.6 percent of those who made no reference to commitment graduated. Students who withdrew and those who graduated gave different “first reasons” for choosing a baccalaureate program. Those who said they preferred to have both college life and nursing school experience and those who thought the baccalaureate program would provide a better nursing education had the highest rates of graduation, 56.7 percent and 56.5 percent, respectively. Those who had chosen the baccalaureate program for financial reasons had a high rate of withdrawal, 64.3 percent.

Of the students who withdrew before completion, some had given reasons for choosing the baccalaureate program that were directly related to nursing; for example, more withdrawals than graduates thought the nursing program in the school they had chosen was good or superior; also more withdrawals than graduates wanted to become public health nurses.

Of those who had chosen a particular baccalaureate school because it was in a convenient location for them, or because they thought it was a good school, 52.7 percent and 51.1 percent, respectively, withdrew before graduation. The proportion of withdrawals from the total sample was 49.1 percent. Of those who chose a school because of its religious affiliation, 68.8 percent graduated; and 61.9 percent of those who chose their nursing school because they were already enrolled in the college, graduated, as compared with 50.9 percent for the entire sample. Among both graduates and withdrawals, the greatest numbers of women selected their particular school because they considered it a good school, or because of its convenient location.

Baccalaureate Programs: Variables Related to Reasons for Withdrawal

The most frequently occurring reason for withdrawal among the directors' reasons for baccalaureate students in publicly funded schools was “other or unknown reason,” 32.2 percent. In these schools, enrollment, registration, and record-keeping regulations may have been quite different from those in private institutions. Among the baccalaureate schools financed with private

funds, directors most often gave "no longer interested in nursing" as a reason for students' withdrawal. The proportion was 30.9 percent (table 128).

As with the other two nursing programs, director's and student's reasons for withdrawal were statistically related, and these in turn were related to some of the same variables (tables 129-135). The areas where the two reasons were most frequently in agreement were "no longer interested in nursing," 50.2 percent, and "scholastic," 49.6 percent. The two areas of least agreement were personal/family problems, 11.6 percent, and financial reasons, 12.1 percent. Both director's and student's reasons for withdrawal were related to the year the student withdrew. Discounting the directors who checked "other and unknown reason," which predominated among those students who withdrew in the first year, the two most frequently occurring reasons for withdrawal during the first and second years were "scholastic failure" and "no longer interested in nursing." For students who left in the fourth year of the program, the directors most frequently gave "marriage" as the reason for the student's withdrawal. For withdrawal during the first or second year, students, too, cited "scholastic" and "no longer interested in nursing" as the primary reason. In the third year, "no longer interested in nursing" was still a considerable proportion of the responses, followed by "marriage." Of the students who withdrew in their last year in school, 20.0 percent said they had left for scholastic reasons, and 22.9 percent of the director's responses were in this category.

The lower the student's high school academic standing, the greater the proportion who withdrew from the baccalaureate nursing program for scholastic reasons. Also notable in table 131 is the proportion of those who had been in the top fourth of their high school class and who withdrew from nursing school because they were "no longer interested in nursing," 28.2 percent (director's reason) and 36.6 percent (student's reason).

Students in all age groups experienced scholastic difficulties in the baccalaureate program; those 25 years and older may have more frequently experienced personal/family problems serious enough to cause withdrawal from school. However, because so few baccalaureate students were over 20 years old, tables relating to age should be interpreted with caution. Those under 20 years of age were most likely to have lost interest in nursing as a career.

Marital status at the time of beginning the baccalaureate program was related to reason for withdrawal. Proportions describing director's reasons for student's withdrawal are too disparate to draw any conclusions. It does appear, however, that the director was least likely to know the reason when formerly married students withdrew. Among students who had been single when they entered the baccalaureate school, about one-third said they had withdrawn because they were no longer interested in nursing. Married students gave these reasons for withdrawal: personal/family problems; pregnancy; and scholastic; in that order of frequency.

Of the group of students who indicated they were Negro or belonged to

an ethnic group other than white, most (over 60 percent) were indicated by the director as having withdrawn because of scholastic reasons.

Finally, for the baccalaureate group, there was a relationship between the director's reason for student's withdrawal and the social index assigned to both father and mother. Among the students for whom the director gave a reason for withdrawal, those whose parents were at social index levels 1, 2, 3 withdrew because they were no longer interested in nursing; those whose parents were at social index levels 4 and 5 withdrew for scholastic reasons.

Chapter 5

Summary and Discussion

Nine cohorts of students—freshmen entering associate degree, diploma, and baccalaureate nursing programs in 1962, 1965, and 1967—have been described. Although the Nurse Career-Pattern Study is descriptive and not intended to compare the separate samples, some highlights of the data on more than 42,000 students in the three types of RN programs are summarized in this chapter. Also, factors related to graduation and withdrawal from nursing school, and implications drawn from the data are discussed.

Highlights

Associate degree students differed from other nursing students primarily in these respects: Their age range was wider; a fair proportion of the students were married women when they entered the program; and most of the married students were also mothers. Slightly more men and more Negro students entered the associate degree programs than the other two programs. Greater proportions of associate degree students than of diploma or baccalaureate students were attending nursing school for the second time. And greater proportions of the associate degree students had ranked academically in the lower half of their high school class.

For some biographical items, however, there was similarity between the associate degree and the diploma students; for example, in father's occupation, parents' education attainment, parents' social index, and annual family income.

Almost all students entering diploma and baccalaureate programs were women, under 20 years of age, single, and white; but over the three data samplings (1962, 1965, and 1967) the proportion of Negro students in baccalaureate programs increased slightly. Parents of baccalaureate students had higher educational attainment and social index classification than had the parents of students in the other two programs. More of the fathers of baccalaureate students were in white-collar and professional positions than were fathers of associate degree and diploma students, and slightly more of the mothers of baccalaureate students were registered nurses. The proportion of baccalaureate students reporting family incomes in the higher brackets was greater than that of students in other programs.

Almost all nursing students in all programs were attending nursing school in the same State in which they had attended high school. The majority of all entering students were of the Christian faith; diploma programs attracted higher proportions of Roman Catholics than did the other two programs. Students entering all types of nursing programs were most frequently the oldest daughters in a family of two or more children. For all programs and all samples, about a third or more of the students' mothers were employed outside the home.

"To be of help to others," "to have a good profession," and "to gain personal satisfaction" were the stated motivations of most students entering nursing in all three types of programs. Some students expressed a lifelong ambition to become a nurse. The associate degree students frequently chose that program because it requires less time to complete and often chose a specific school because its location was convenient. These reasons would seem consistent with the fact that many of the associate degree students were married women with families. Diploma students stated most often that they were attending a good school that would better prepare them to nurse than would other types of nursing programs. Baccalaureate students expressed their desire for both collegiate and nursing experience, and often stated that they felt the baccalaureate was necessary if they were to have a suitable career in nursing. Most entering students in all programs expected to be staff nurses in hospitals the first year after graduation. Generally, students expected to work in nursing after being married. More associate degree and diploma students than baccalaureate students indicated they would continue their nursing education beyond their current program.

For all three types of nursing programs, most graduates had been employed at some time during their nursing studies, and usually had worked in hospitals in nursing care. When they were seniors, they said they expected to spend their first year after graduation as staff nurses in hospitals, but their responses describing what they expect to be doing 15 years after graduation reveal an anticipated career mobility.

At graduation, the seniors' responses concerning work plans after marriage and future nursing education were quite similar to their responses as entering students. Graduation rates differed among the three programs, with diploma programs having the highest rate and baccalaureate the lowest. Scholastic failure was cited most frequently as the principal reason for terminating nursing education. However, subsequent statistical procedures indicate that reasons for withdrawal must be examined carefully by type of program, year of withdrawal, age, marital status, and ethnic group of the participants.

Graduation and Withdrawal

In all programs most of the students who did not finish withdrew during their first year, and substantial proportions left during their second year. In the diploma program, small proportions left in the third year; and in the baccalaureate program, some students withdrew during the fourth year.

In analyzing such data, these questions must be considered: What does the future hold for students who leave nursing school when well into or near the end of their program? If associate degree students withdraw in the second year of a 2-year program, how do they realign their career aspirations? Students who leave diploma programs after almost 3 years may be left with no transferable academic credits. Baccalaureate students who withdraw after 3 or more years in nursing school may face various delays and readjustments in their education if they continue college work.

The study data indicate that some students who withdraw enter another nursing program, often of a type different from the one they originally attended. A substantial proportion of those who withdrew from nursing school felt they would return if it were not for family and financial obligations. Other students who left nursing school—predominantly those in the baccalaureate programs—pursued further study in areas other than nursing. More than half of the withdrawals who responded were employed, usually in the business world.

Examination of the 1962 cross tabulations, which yielded significant statistical levels between graduation or withdrawal and other variables, reveals that attrition in nursing schools should indeed be examined by type of program. The only continuing theme evident in the significant relationships is that academic standing in high school is related to graduation or withdrawal from all three types of nursing programs. The regional differences related to graduation or withdrawal imply that local variations may exist. In all three types of nursing programs, Region III (South) had graduation rates lower than those for the total samples. However, the diploma schools that had closed during the study were in Region III; and several publicly supported baccalaureate schools whose admission policies were quite different from private institutions were also in Region III. Region IV (West) had the highest graduation rate in the associate degree group and the lowest in the diploma group.

Among the associate degree students, it was found that those most likely to graduate were women over 20 years old, married or formerly married, who had been academically in the top half of their high school class. They may have previously attended nursing school or were already licensed practical nurses (LPN's) or licensed vocational nurses (LVN's) and were planning to continue their nursing education beyond the associate degree.

In all three types of registered nurse programs, those students who were the oldest child in a family of two or more children entered nursing school in higher proportions than did youngest children, only children, and those who had both older and younger siblings. However, only among the associate degree students was position in the family related to graduation or withdrawal. The dynamics of family constellation as related to accomplishment, measured by persistence in school, is just beginning to be explored. Its meaning here is still obscure.

For the diploma and baccalaureate students, ethnic group was related to

graduation or withdrawal and to reasons for withdrawal. However, the findings were not the same. In the diploma group, the white students had the highest graduation rate; but in the baccalaureate group, those who classified themselves as oriental, American Indian, or "other" had the highest rate of graduation.

Although most of the baccalaureate students were under 20 years old when they entered nursing school, the small group who were between the ages of 20 and 24 on admission had the highest graduation rate. Perhaps those slightly older than the usual college-age students were more certain of their career choice.

Findings related to geographic mobility as defined in this study (i.e., birthplace versus location of high school attended) were directly opposite for baccalaureate and diploma students. Baccalaureate students who were foreign-born and had also attended high school outside the continental United States graduated in higher proportions than did those with other combinations of birthplace and location of high school; but diploma students who were native-born and had attended high school in the same State in which they were born had the highest graduation rate in their group. It is possible that foreign-born, minority group students (other than Negro) in the baccalaureate programs had been carefully selected, and that the students themselves were highly motivated to complete the program.

Only among the baccalaureate group were reasons for choice of nursing, type of program, and specific school statistically related to graduation or withdrawal. It can be hypothesized that the choice of a baccalaureate program involved more deliberate weighing of alternatives for the students. They may have been influenced by their father's occupation or by a family ethos that involved college completion. The reasons offered by baccalaureate students for choice of nursing and type of program may imply a conscious evaluation of the potentialities of a nursing career. It is also possible that college-bound students were simply able to formulate ideas and convert them into written responses more readily than were students entering other types of nursing programs.

Implications of the Data

In all three types of programs, the director's reason for student withdrawal and the primary reason offered by the students themselves were statistically related. Withdrawal from nursing school has been a lively subject over the years. Inasmuch as a certain percentage of all students in all types of post-high school educational programs withdraw from school or change their fields of interest, these questions arise: Why are nursing schools so concerned? Is there something in the nursing culture that views withdrawals as a major problem to be solved? Or has nursing been under pressure for so many years to produce more and more graduates that each withdrawal is considered a failure to meet a societal need?

If withdrawal from nursing school is seen as a major problem to be solved,

then solutions are difficult to define and harder to implement. Too often the suggested remedy has been to increase enrollment. However, it is very unlikely that adequate increases in enrollment can ever be achieved; or that staff, faculty, facilities, or even students are available for this approach. Because diploma schools (which have the lowest attrition rates) are decreasing in number, any anticipated increases in enrollment would have to come from the associate degree and baccalaureate programs. If the phenomenal growth of associate degree programs continues, this fact alone may affect attrition rates. Substantial numerical increases in baccalaureate programs cannot be expected because the growth rate of these programs is modest. The waste of human resources in over-recruitment to increase the number of graduates cannot be measured. The economic strain on a school suffering a loss of even a third of its students is a serious burden. All educational groups are concerned about recruiting students from the ethnic and economic minorities into programs of higher education; yet through the study sample of 1967, nursing students continued to come primarily from the same segment of the population, with ethnic and economic minorities under-represented.

Nursing educators and those concerned with health manpower must also evaluate the effects of students' independence movements on recruitment into nursing. Criticisms that students level at the superstructure of the educational system need to be taken seriously. Can traditional nursing programs recruit and retain creative and keenly aware students?

From the data given in this report, two approaches to attrition in nursing schools are suggested. There is a need for an all-out attack on prevention of scholastic failure. There is also a need for each school and type of program to study its specific problems. These are not new approaches. However, evidence that they have been conscientiously and consistently tried is lacking. Preventive and remedial instruction should begin before students have experienced serious failure. Students recruited into nursing from the lower half of the high school academic ranks would be prime candidates for supportive academic measures.

Schools recruiting older and/or married students must be aware that family responsibilities occupy an important part of the student's life. Schedules and other areas of the curriculum need to be flexible enough to retain these students.

In every community where a nursing school exists, nursing educators and nursing organizations need to initiate and continue communication with the secondary school system, outlining the academic requirements for nursing. Potential nursing students, like all students seeking higher education, need to learn the skills of studying long before attempting post-high school education. Every avenue of strengthening students' intellectual discipline and motivation for learning must be explored. With the proliferation of health careers and many changes in nursing itself, nursing must be reinterpreted to prospective recruits and to the lay public.

It is of no avail to report attrition rates without attempting to reach

individuals who contribute to these statistics and to help them remove whatever obstacles are blocking their achievement. Guidance from other than traditional sources should be considered for potential dropouts from nursing. Perhaps successful nursing students would make excellent counselors.

Scholastic reasons given for withdrawal from nursing school may obscure other social, motivational, and emotional problems. Although it has not been demonstrated, students who successfully complete the nursing program also experience problems and somehow manage to handle them. Although now in disfavor, the enforced in-residence formerly required by the diploma programs did supply students with a close peer group relationship not found in other nursing programs. Does this type of peer group relationship influence students in their problem-solving abilities? Does the group relationship help to support members in trouble?

Usually, the onus for withdrawal has been placed on the students and their shortcomings. However, institutional factors related to student withdrawal need to be identified, studied, and remedied. As nursing education continues its trend away from the hospital diploma school into institutions of higher learning, attrition rates in nursing schools may very well increase, as implied from the data presented herein.

Appendix A
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Appendix A

Tables 3-135

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Table 3.—Sex of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Sex	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Female	2,184	95.7	5,319	96.2	5,771	95.5
Male	99	4.3	208	3.8	271	4.5
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Female	5,392	98.8	5,659	99.0	4,217	98.2
Male	64	1.2	60	1.0	76	1.8
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Female	3,684	99.6	5,009	99.2	4,618	99.1
Male	16	0.4	42	0.8	41	0.9
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 4.—Birthplace of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Birthplace	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
United States, including territories and possessions	2,181	95.5	5,306	96.0	5,784	95.7
Other countries	87	3.8	197	3.6	234	3.9
No answer	15	0.7	24	0.4	24	0.4
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
United States, including territories and possessions	5,358	98.2	5,614	98.2	4,213	98.2
Other countries	89	1.6	78	1.4	55	1.3
No answer	9	0.2	27	0.5	25	0.6
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
United States, including territories and possessions	3,602	97.3	4,940	97.8	4,578	98.3
Other countries	89	2.4	91	1.8	66	1.4
No answer	9	0.2	20	0.4	15	0.3
Total	3,700	100.0	5,051	100.0	4,659	100.0

**Table 5.—Age of participants at entrance, by program and year of entrance:
1962, 1965, and 1967 samples**

Age, in years	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
16-17	256	11.2	702	12.7	549	9.1
18-19	1,041	45.6	2,732	49.4	2,524	41.8
20-29	481	21.1	1,152	20.8	1,617	26.8
30-39	260	11.4	506	9.2	704	11.7
40 and over	158	6.9	286	5.2	488	8.1
No answer	87	3.8	149	2.7	160	2.6
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
16-17	1,385	25.4	1,322	23.1	895	20.8
18-19	3,446	63.2	3,808	66.6	2,852	66.4
20-29	409	7.5	338	5.9	341	7.9
30-39	37	0.7	46	0.8	44	1.0
40 and over	10	0.2	7	0.1	15	0.3
No answer	169	3.1	198	3.5	146	3.4
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
16-17	863	23.3	1,010	20.0	802	17.2
18-19	2,349	63.5	3,438	68.1	3,134	67.3
20-29	335	9.1	387	7.7	547	11.7
30-39	32	0.9	35	0.7	26	0.6
40 and over	9	0.2	8	0.2	15	0.3
No answer	112	3.0	173	3.4	135	2.9
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 6.—Marital status of participants at entrance, by program and year of entrance: 1962, 1965, and 1967 samples

Marital status	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Single	1,615	70.7	4,147	75.0	4,041	66.9
Married	506	22.2	1,128	20.4	1,626	26.9
Formerly married	133	5.8	221	4.0	329	5.4
Religious—Brother						
or Sister	9	0.4	29	0.5	36	0.6
Unknown	20	0.9	2	0.0	10	0.2
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Single	5,287	96.9	5,569	97.4	4,137	96.4
Married	77	1.4	112	2.0	117	2.7
Formerly married	32	0.6	19	0.3	27	0.6
Religious—Brother						
or Sister	16	0.3	19	0.3	10	0.2
Unknown	44	0.8	0	0.0	2	0.0
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Single	3,564	96.3	4,913	97.3	4,498	96.5
Married	67	1.8	78	1.5	98	2.1
Formerly married	29	0.8	19	0.4	34	0.7
Religious—Brother						
or Sister	19	0.5	37	0.7	29	0.6
Unknown	21	0.6	4	0.1	0	0.0
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 7.—Number of children of married and formerly married participants at entrance, by program and year of entrance: 1962, 1965, and 1967 samples

Number of children	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
None	115	18.0	215	15.9	301	15.4
One	96	15.0	213	15.8	285	14.6
Two	158	24.7	288	21.3	445	22.8
Three or more	214	33.5	493	36.5	709	36.3
No answer	56	8.8	140	10.4	215	11.0
Total	639	100.0	1,349	100.0	1,955	100.0
Diploma:						
None	33	30.3	36	27.5	46	31.9
One	23	21.1	27	20.6	28	19.4
Two	13	11.9	27	20.6	15	10.4
Three or more	21	19.3	32	24.4	35	24.3
No answer	19	17.4	9	6.9	20	13.9
Total	109	100.0	131	100.0	144	100.0
Baccalaureate:						
None	40	41.7	32	33.0	55	41.7
One	13	13.5	11	11.3	28	21.2
Two	13	13.5	12	12.4	16	12.1
Three or more	19	19.8	22	22.7	23	17.4
No answer	11	11.5	20	20.6	10	7.6
Total	96	100.0	97	100.0	132	100.0

Table 8.—Ethnic grouping of participants, by program and year of entrance:
1962, 1965, and 1967 samples

Ethnic group	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
White	2,063	90.4	5,007	90.6	5,474	90.6
Negro	177	7.8	391	7.1	419	6.9
Oriental	18	0.8	38	0.7	56	0.9
Other	20	0.9	68	1.2	77	1.3
No answer	5	0.2	23	0.4	16	0.3
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
White	5,220	95.7	5,497	96.1	4,128	96.2
Negro	153	2.8	150	2.6	139	3.2
Oriental	58	1.1	27	0.5	6	0.1
Other	20	0.4	32	0.5	11	0.3
No answer	5	0.1	13	0.2	9	0.2
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
White	3,509	94.8	4,726	93.6	4,280	91.9
Negro	153	4.1	268	5.3	307	6.6
Oriental	30	0.8	32	0.6	43	0.9
Other	6	0.2	15	0.3	19	0.5
No answer	2	0.1	10	0.2	10	0.2
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 9.—Religious or church affiliation of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Religion	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Roman Catholic	534	23.4	1,791	32.4	1,980	32.8
Christian, non-						
Roman Catholic	1,603	70.2	3,364	60.9	3,644	60.3
Jewish	77	3.4	193	3.5	159	2.6
No religion	43	1.9	74	1.3	154	2.5
Other religions	3	0.1	21	0.4	25	0.4
No answer	23	1.0	84	1.5	80	1.3
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Roman Catholic	2,027	37.1	2,327	40.7	1,855	43.2
Christian, non-						
Roman Catholic	3,277	60.1	3,271	57.2	2,348	54.7
Jewish	63	1.2	38	0.7	28	0.7
No religion	26	0.5	36	0.6	30	0.7
Other religions	24	0.4	8	0.2	10	0.2
No answer	39	0.7	39	0.7	22	0.5
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Roman Catholic	971	26.2	1,621	32.1	1,619	34.7
Christian, non-						
Roman Catholic	2,572	69.5	3,218	63.7	2,840	61.0
Jewish	89	2.4	108	2.1	92	2.0
No religion	36	1.0	58	1.1	66	1.4
Other religions	12	0.3	10	0.2	8	0.2
No answer	20	0.5	36	0.7	34	0.7
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 10.—Sibling placement of participants, by program and year of entrance:
1962, 1965, and 1967 samples

Placement	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Only child	234	10.2	463	8.4	462	7.6
Oldest child	806	35.3	2,113	38.2	2,140	35.4
Youngest child	502	22.0	1,176	21.3	1,302	21.5
Midplacement	699	30.6	1,669	30.2	2,030	33.6
No answer	42	1.8	106	1.9	108	1.8
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Only child	397	7.3	412	7.2	258	6.0
Oldest child	1,941	35.6	2,363	41.3	1,596	37.2
Youngest child	1,181	21.6	1,201	21.0	880	20.5
Midplacement	1,773	32.5	1,624	28.4	1,458	34.0
No answer	164	3.0	119	2.1	101	2.4
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Only child	346	9.4	462	9.1	293	6.3
Oldest child	1,436	38.8	2,041	40.4	1,814	39.0
Youngest child	913	24.7	1,060	21.0	945	20.3
Midplacement	964	26.1	1,409	27.9	1,528	32.8
No answer	41	1.1	79	1.5	79	1.7
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 11.—High school academic standing of participants, by nursing program and year of entrance: 1962, 1965, and 1967 samples

Academic standing	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Top fourth	862	37.8	1,964	35.5	2,075	34.3
Second fourth	860	37.7	2,274	41.1	2,458	40.7
Third fourth	322	14.1	780	14.1	930	15.4
Bottom fourth	40	1.8	96	1.7	101	1.7
Unknown or no answer	199	8.7	413	7.5	478	7.9
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Top fourth	2,585	47.4	2,835	49.6	2,047	47.7
Second fourth	2,114	38.7	2,163	37.8	1,645	38.3
Third fourth	489	9.0	510	8.9	423	9.9
Bottom fourth	42	0.8	33	0.6	31	0.7
Unknown or no answer	226	4.1	178	3.1	147	3.4
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Top fourth	2,265	61.2	3,151	62.4	2,951	63.3
Second fourth	1,053	28.5	1,385	27.4	1,234	26.5
Third fourth	229	6.2	308	6.1	299	6.4
Bottom fourth	26	0.7	46	0.9	46	1.0
Unknown or no answer	127	3.4	161	3.2	129	2.8
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 12.—Size of communities where participants attended high school, by nursing program and year of entrance: 1962, 1965, and 1967 samples

Community size	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Rural or less than 2,500	411	18.0	883	16.0	1,031	17.1
2,500-9,999	380	16.6	1,044	18.9	1,075	17.8
10,000-49,999	597	26.1	1,503	27.2	1,675	27.7
50,000-249,999	414	18.1	931	16.8	992	16.4
250,000-1,000,000	156	6.8	372	6.7	449	7.4
Over 1,000,000	187	8.2	384	6.9	357	5.9
Ambiguous or no answer	138	6.0	410	7.4	463	7.7
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Rural or less than 2,500	1,356	24.9	1,171	20.5	912	21.2
2,500-9,999	1,177	21.6	1,258	22.0	989	23.0
10,000-49,999	1,317	24.1	1,598	27.9	1,203	28.0
50,000-249,999	782	14.3	796	13.9	572	13.3
250,000-1,000,000	347	6.4	381	6.7	285	6.6
Over 1,000,000	329	6.0	263	4.6	152	3.5
Ambiguous or no answer	148	2.7	252	4.4	180	4.2
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Rural or less than 2,500	728	19.7	748	14.8	742	15.9
2,500-9,999	590	15.9	899	17.8	843	18.1
10,000-49,999	1,033	27.9	1,490	29.5	1,331	28.6
50,000-249,999	577	15.6	816	16.2	719	15.4
250,000-1,000,000	405	10.9	552	10.9	532	11.4
Over 1,000,000	256	6.9	321	6.4	308	6.6
Ambiguous or no answer	111	3.0	225	4.5	184	3.9
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 13.—Size of participants' high school graduating class, by nursing program and year of entrance: 1962, 1965, and 1967 samples

Size of high school graduating class	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
1-49	340	14.9	646	11.7	751	12.4
50-99	329	14.4	787	14.2	867	14.3
100-199	423	18.5	1,031	18.7	1,145	19.0
200-299	295	12.9	739	13.4	813	13.5
300-499	493	21.6	1,188	21.5	1,278	21.2
500 and over	305	13.4	963	17.4	926	15.3
No answer	98	4.3	173	3.1	262	4.3
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
1-49	869	15.9	549	9.6	352	8.2
50-99	1,147	21.0	847	14.8	608	14.2
100-199	1,363	25.0	1,397	24.4	1,119	26.1
200-299	722	13.2	915	16.0	735	17.1
300-499	836	15.3	1,074	18.8	867	20.2
500 and over	458	8.4	906	15.8	555	12.9
No answer	61	1.1	31	0.5	57	1.3
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
1-49	530	14.3	517	10.2	481	10.3
50-99	604	16.3	616	12.2	605	13.0
100-199	756	20.4	1,020	20.2	1,019	21.9
200-299	503	13.6	692	13.7	598	12.8
300-499	799	21.6	1,060	21.0	1,015	21.8
500 and over	477	12.9	1,103	21.8	899	19.3
No answer	31	0.8	43	0.9	42	0.9
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 14.—Comparative location of high school and nursing school, by nursing program and year of entrance: 1962, 1965, and 1967 samples

Location	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Same State	1,781	78.0	4,484	81.1	4,607	76.2
Different State	406	17.8	891	16.1	1,173	19.4
Other or no answer	96	4.2	152	2.8	262	4.3
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Same State	4,478	82.1	4,750	83.1	3,640	84.8
Different State	932	17.1	918	15.9	622	14.5
Other or no answer	46	0.8	51	0.9	31	0.7
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Same State	2,807	75.9	3,940	78.0	3,587	77.0
Different State	842	22.6	1,054	20.9	1,019	21.9
Other or no answer	51	1.4	57	1.1	53	1.1
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 15.—Participants' previous attendance at another nursing school, by NCPS program and year of entrance: 1962, 1965, and 1967 samples

Nursing school	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Previously attended	388	17.0	880	15.9	1,084	17.9
No previous school	1,893	82.9	4,647	84.1	4,958	82.1
No answer	2	0.1	0	0.0	0	0.0
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Previously attended	200	3.7	208	3.6	230	5.4
No previous school	5,256	96.3	5,511	96.4	4,063	94.6
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Previously attended	89	2.4	114	2.3	165	3.5
No previous school	3,611	97.6	4,937	97.7	4,494	96.5
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 16.—Type of nursing programs participants previously attended, by NCPS program and year of entrance: 1962, 1965, and 1967 samples*

Type of previous nursing program	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Vocational or practical..	118	30.4	282	32.0	442	40.8
Associate degree	6	1.5	29	3.3	37	3.4
Diploma	176	45.4	395	44.9	401	37.0
Baccalaureate	56	14.4	113	12.9	140	12.9
Foreign or unknown	32	8.2	61	6.9	64	5.9
Total	388	100.0	880	100.0	1,084	100.0
Diploma:						
Vocational or practical..	31	15.5	53	25.5	49	21.3
Associate degree	3	1.5	7	3.4	11	4.8
Diploma	95	47.5	90	43.3	74	32.2
Baccalaureate	61	30.5	49	23.5	81	35.2
Foreign or unknown	10	5.0	9	4.3	15	6.5
Total	200	100.0	208	100.0	230	100.0
Baccalaureate:						
Vocational or practical..	16	18.0	16	14.0	33	20.0
Associate degree	0	0.0	5	4.4	12	7.3
Diploma	34	38.2	45	39.5	51	30.9
Baccalaureate	31	34.8	37	32.5	56	33.9
Foreign or unknown	8	9.0	11	9.6	13	7.9
Total	89	100.0	114	100.0	165	100.0

*Excludes all who had not previously attended a nursing program.

Table 17.—Fathers living, as reported by participants, by program and year of entrance: 1962, 1965, and 1967 samples

Father	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Living	1,858	81.4	4,660	84.3	4,924	81.5
Not living	415	18.2	841	15.2	1,097	18.2
No answer	10	0.4	26	0.5	21	0.3
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Living	4,951	90.7	5,331	93.2	3,987	92.9
Not living	489	9.0	380	6.6	294	6.8
No answer	16	0.3	8	0.1	12	0.3
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Living	3,407	92.1	4,671	92.5	4,328	92.9
Not living	284	7.7	371	7.3	321	6.9
No answer	9	0.2	9	0.2	10	0.2
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 18.—Birthplace of fathers of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Birthplace	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
United States, including territories and possessions	1,975	86.5	4,921	89.0	5,319	88.0
Other countries	273	12.0	514	9.3	608	10.1
No answer	35	1.5	92	1.7	115	1.9
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
United States, including territories and possessions	5,029	92.2	5,418	94.7	4,065	94.7
Other countries	377	6.9	267	4.7	180	4.2
No answer	50	0.9	34	0.6	48	1.1
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
United States, including territories and possessions	3,420	92.4	4,749	94.0	4,394	94.3
Other countries	248	6.7	244	4.8	208	4.5
No answer	32	0.9	58	1.1	57	1.2
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 19.—Occupations of fathers of associate degree participants, by year of entrance: 1962, 1965, and 1967 samples

Occupation	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Physician	35	1.5	63	1.1	67	1.1
Medically oriented professional	27	1.2	74	1.3	92	1.5
Allied medical	17	0.7	47	0.9	52	0.9
Clergy	26	1.1	59	1.1	58	1.0
Service type	95	4.2	258	4.7	290	4.8
Professional or semiprofessional	249	10.9	672	12.2	636	10.5
Sales or clerical	501	21.9	1,125	20.4	1,211	20.0
Farmer	176	7.7	326	5.9	414	6.9
Out-of-door	25	1.1	95	1.7	89	1.5
Military—officer or enlisted	47	2.1	114	2.1	76	1.3
Skilled	511	22.4	1,251	22.6	1,346	22.3
Semiskilled or unskilled	224	9.8	571	10.3	659	10.9
Not working or not identified	104	4.6	318	5.7	378	6.3
No answer	246	10.8	554	10.0	674	11.2
Total	2,283	100.0	5,527	100.0	6,042	100.0

**Table 20.—Occupations of fathers of diploma participants, by year of entrance:
1962, 1965, and 1967 samples**

Occupation	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Physician	50	0.9	55	1.0	44	1.0
Medically oriented						
professional	61	1.1	78	1.4	44	1.0
Allied medical	28	0.5	54	0.9	28	0.7
Clergy	61	1.1	37	0.6	28	0.7
Service type	219	4.0	233	4.1	199	4.6
Professional or						
semiprofessional	538	9.9	588	10.3	454	10.6
Sales or clerical	1,282	23.5	1,361	23.8	954	22.2
Farmer	412	7.6	388	6.8	306	7.1
Out-of-door	108	2.0	67	1.2	59	1.4
Military—officer						
or enlisted	98	1.8	91	1.6	66	1.5
Skilled	1,370	25.1	1,519	26.6	1,098	25.6
Semiskilled or unskilled	694	12.7	755	13.2	578	13.5
Not working or						
not identified	143	2.6	234	4.1	171	4.0
No answer	392	7.2	259	4.5	264	6.1
Total	5,456	100.0	5,719	100.0	4,293	100.0

**Table 21.—Occupations of fathers of baccalaureate participants, by year of
entrance: 1962, 1965, and 1967 samples**

Occupation	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Physician	121	3.3	172	3.4	168	3.6
Medically oriented						
professional	88	2.4	120	2.4	129	2.8
Allied medical	23	0.6	25	0.5	28	0.6
Clergy	65	1.8	72	1.4	78	1.7
Service type	196	5.3	341	6.8	316	6.8
Professional or						
semiprofessional	691	18.7	987	19.5	858	18.4
Sales or clerical	895	24.2	1,119	22.2	1,060	22.8
Farmer	291	7.9	253	5.0	275	5.9
Out-of-door	40	1.1	78	1.5	54	1.2
Military—officer						
or enlisted	128	3.5	168	3.3	137	2.9
Skilled	606	16.4	920	18.2	800	17.2
Semiskilled or unskilled	277	7.5	326	6.5	327	7.0
Not working or						
not identified	86	2.3	158	3.1	132	2.8
No answer	193	5.2	312	6.2	297	6.4
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 22.—Employment status of fathers of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Employment status	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Employed	1,149	50.3	3,056	55.3	3,125	51.7
Self-employed	474	20.8	959	17.4	988	16.4
Formerly employed or self-employed	285	12.5	607	11.0	786	13.0
Unemployed or not identified	375	16.4	905	16.4	1,143	18.9
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Employed	3,586	65.7	3,954	69.1	2,878	67.0
Self-employed	1,041	19.1	1,042	18.2	790	18.4
Formerly employed or self-employed	330	6.0	276	4.8	199	4.6
Unemployed or not identified	499	9.1	447	7.8	426	9.9
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Employed	2,220	60.0	3,250	64.3	3,033	65.1
Self-employed	971	26.2	1,086	21.5	1,007	21.6
Formerly employed or self-employed	223	6.0	259	5.1	212	4.6
Unemployed or not identified	286	7.7	456	9.0	407	8.7
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 23.—Education of fathers of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Education, in years	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Eight or less	483	21.2	1,094	19.8	1,158	19.2
Nine, ten, eleven	364	15.9	817	14.8	971	16.1
Twelve	603	26.4	1,635	29.6	1,755	29.0
Thirteen, fourteen, fifteen	375	16.4	994	18.0	1,028	17.0
Sixteen and over	360	15.8	780	14.1	854	14.1
No answer	98	4.3	207	3.7	276	4.6
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Eight or less	1,124	20.6	1,041	18.2	708	16.5
Nine, ten, eleven	1,028	18.8	1,090	19.1	761	17.7
Twelve	1,620	29.7	1,924	33.6	1,527	35.6
Thirteen, fourteen, fifteen	903	16.6	970	17.0	704	16.4
Sixteen and over	669	12.3	614	10.7	511	11.9
No answer	112	2.1	80	1.4	82	1.9
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Eight or less	515	13.9	513	10.2	483	10.4
Nine, ten, eleven	412	11.1	552	10.9	518	11.1
Twelve	986	26.6	1,450	28.7	1,327	28.5
Thirteen, fourteen, fifteen	714	19.3	982	19.4	890	19.1
Sixteen and over	998	27.0	1,434	28.4	1,340	28.8
No answer	75	2.0	120	2.4	101	2.2
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 24.—Social index classification* of fathers of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Class	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
One	109	4.8	244	4.4	259	4.3
Two	244	10.7	600	10.9	627	10.4
Three	418	18.3	963	17.4	788	13.0
Four	826	36.2	1,929	34.9	2,153	35.6
Five	231	10.1	527	9.5	549	9.1
Undetermined	455	19.9	1,264	22.9	1,666	27.6
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
One	205	3.8	186	3.3	138	3.2
Two	515	9.4	525	9.2	432	10.1
Three	1,204	22.1	1,269	22.2	747	17.4
Four	2,150	39.4	2,402	42.0	1,946	45.3
Five	627	11.5	648	11.3	438	10.2
Undetermined	755	13.8	689	12.0	592	13.8
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
One	370	10.0	517	10.2	470	10.1
Two	682	18.4	977	19.3	976	20.9
Three	943	25.5	1,106	21.9	797	17.1
Four	964	26.1	1,485	29.4	1,532	32.9
Five	266	7.2	276	5.5	266	5.7
Undetermined	475	12.8	690	13.7	618	13.3
Total	3,700	100.0	5,051	100.0	4,659	100.0

*Composite of years of education and title of occupation. Class One includes persons with lengthy educational preparation and in occupations assumed to be most complex. Class Five includes those with minimal education and in the least complex occupations.

Table 25.—Mothers living, as reported by participants, by program and year of entrance: 1962, 1965, and 1967 samples

Mother	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Living	2,079	91.1	5,178	93.7	5,533	91.6
Not living	201	8.8	339	6.1	501	8.3
No answer	3	0.1	10	0.2	8	0.1
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Living	5,303	97.2	5,578	97.5	4,168	97.1
Not living	152	2.8	139	2.4	123	2.8
No answer	1	0.0	2	0.0	3	0.1
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Living	3,599	97.3	4,928	97.6	4,556	97.8
Not living	100	2.7	123	2.4	101	2.2
No answer	1	0.0	0	0.0	2	0.0
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 26.—Birthplace of mothers of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Birthplace	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
United States, including territories and possessions	2,035	89.1	4,992	90.3	5,434	89.9
Other countries	223	9.8	484	8.7	553	9.2
No answer	25	1.1	51	0.9	55	0.9
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
United States, including territories and possessions	5,134	94.1	5,428	94.9	4,087	95.2
Other countries	310	5.7	261	4.6	185	4.3
No answer	12	0.2	30	0.5	21	0.5
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
United States, including territories and possessions	3,487	94.2	4,782	94.7	4,413	94.7
Other countries	197	5.3	240	4.8	220	4.7
No answer	16	0.4	29	0.6	26	0.6
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 27.—Occupations of mothers of associate degree participants, by year of entrance: 1962, 1965, and 1967 samples

Occupation	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Registered nurse	87	3.8	243	4.4	273	4.5
Licensed practical nurse ..	41	1.8	85	1.5	106	1.8
Allied medical	87	3.8	235	4.3	288	4.8
Service type	94	4.1	201	3.6	238	3.9
Professional or semiprofessional	23	1.0	45	0.8	32	0.5
Sales or clerical	318	13.9	823	14.9	892	14.8
Out-of-door	3	0.1	10	0.2	12	0.2
Skilled	42	1.8	112	2.0	123	2.0
Semiskilled or unskilled ..	155	6.8	346	6.3	365	6.0
Housewife	517	22.6	1,494	27.0	1,538	25.5
Other or no answer	916	40.1	1,933	35.0	2,175	36.0
Total	2,283	100.0	5,527	100.0	6,042	100.0

Table 28.—Occupations of mothers of diploma participants, by year of entrance: 1962, 1965, and 1967 samples

Occupation	1962		1965		1967	
	Number	Percent	Number	Percent	Number*	Percent
Registered nurse	251	4.6	296	5.2	263	6.1
Licensed practical nurse ..	66	1.2	62	1.1	55	1.3
Allied medical	202	3.7	228	4.0	184	4.3
Service type	215	3.9	170	3.0	127	3.0
Professional or semiprofessional	25	0.5	37	0.6	12	0.3
Sales or clerical	830	15.2	944	16.5	725	16.9
Out-of-door	6	0.1	12	0.2	8	0.2
Skilled	128	2.3	145	2.5	80	1.9
Semiskilled or unskilled ..	427	7.8	453	7.9	325	7.6
Housewife	1,455	26.7	1,391	24.3	1,139	26.5
Other or no answer	1,851	33.9	1,981	34.6	1,375	32.0
Total	5,456	100.0	5,719	100.0	4,293	100.0

Table 29.—Occupations of mothers of baccalaureate participants, by year of entrance: 1962, 1965, and 1967 samples

Occupation	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Registered nurse	250	6.8	387	7.7	405	8.7
Licensed practical nurse ..	40	1.1	45	0.9	49	1.1
Allied medical	117	3.2	179	3.5	201	4.3
Service type	288	7.8	303	6.0	335	7.2
Professional or semiprofessional	23	0.6	44	0.9	34	0.7
Sales or clerical	565	15.3	871	17.2	754	16.2
Out-of-door	9	0.3	8	0.2	6	0.1
Skilled	59	1.6	69	1.4	70	1.5
Semiskilled or unskilled ..	166	4.5	212	4.2	199	4.3
Housewife	1,292	34.9	1,247	24.7	1,157	24.8
Other or no answer	891	24.1	1,686	33.4	1,449	31.1
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 30.—Employment status of mothers of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Employment status	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Employed	760	33.3	1,871	33.9	2,105	34.8
Self-employed	67	2.9	134	2.4	139	2.3
Formerly employed or self-employed	18	0.8	77	1.4	83	1.4
Unemployed or not identified	1,438	63.0	3,445	62.3	3,715	61.5
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Employed	2,001	36.7	2,159	37.8	1,639	38.2
Self-employed	103	1.9	112	2.0	81	1.9
Formerly employed or self-employed	15	0.3	15	0.2	3	0.1
Unemployed or not identified	3,337	61.2	3,433	60.0	2,570	59.8
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Employed	1,340	36.2	1,915	37.9	1,861	39.9
Self-employed	82	2.2	91	1.8	81	1.7
Formerly employed or self-employed	21	0.6	14	0.3	10	0.2
Unemployed or not identified	2,257	61.0	3,031	60.0	2,707	58.1
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 31.—Education of mothers of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Education, in years	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Eight or less	344	15.1	774	14.0	923	15.3
Nine, ten, eleven	458	20.1	910	16.5	974	16.1
Twelve	761	33.3	2,078	37.6	2,285	37.8
Thirteen, fourteen, fifteen	435	19.1	1,207	21.8	1,208	20.0
Sixteen and over	228	10.0	440	8.0	490	8.1
No answer	57	2.5	118	2.1	162	2.7
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Eight or less	812	14.9	638	11.2	490	11.4
Nine, ten, eleven	1,049	19.2	1,092	19.1	678	15.8
Twelve	2,070	37.9	2,386	41.7	1,898	44.2
Thirteen, fourteen, fifteen	1,116	20.5	1,194	20.9	932	21.7
Sixteen and over	361	6.6	337	5.9	253	5.9
No answer	48	0.9	72	1.3	42	1.0
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Eight or less	308	8.3	356	7.0	327	7.0
Nine, ten, eleven	453	12.2	559	11.1	466	10.0
Twelve	1,262	34.1	1,867	37.0	1,694	36.4
Thirteen, fourteen, fifteen	1,014	27.4	1,452	28.7	1,343	28.8
Sixteen and over	623	16.8	756	15.0	766	16.4
No answer	40	1.1	61	1.2	63	1.4
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 32.—Social index classification* of mothers of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Class	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
One	1	0.0	8	0.1	5	0.1
Two	179	7.8	420	7.6	468	7.7
Three	144	6.3	338	6.1	287	4.8
Four	352	15.4	961	17.4	1,174	19.4
Five	161	7.1	285	5.2	294	4.9
Undetermined	1,446	63.3	3,515	63.6	3,814	63.1
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
One	2	0.0	3	0.1	0	0.0
Two	395	7.2	432	7.6	358	8.3
Three	328	6.0	397	6.9	176	4.1
Four	980	18.0	1,082	18.9	970	22.6
Five	357	6.5	376	6.6	221	5.1
Undetermined	3,394	62.2	3,429	59.9	2,568	59.8
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
One	6	0.2	3	0.1	8	0.2
Two	432	11.7	671	13.3	707	15.2
Three	304	8.2	412	8.2	319	6.8
Four	514	13.9	821	16.3	823	17.6
Five	145	3.9	159	3.1	156	3.3
Undetermined	2,299	62.1	2,985	59.1	2,646	56.8
Total	3,700	100.0	5,051	100.0	4,659	100.0

*Composite of years of education and title of occupation. Class One includes persons with lengthy educational preparation and in occupations assumed to be most complex. Class Five includes those with minimal education and in the least complex occupations.

Table 33.—Annual family income of participants, by program and year of entrance: 1962, 1965, and 1967 samples

Reported income	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Below \$5,000	599	26.2	1,173	21.2	1,032	17.1
\$5,000-\$9,999	1,018	44.6	2,385	43.2	2,517	41.7
\$10,000-\$14,999	368	16.1	1,062	19.2	1,448	24.0
\$15,000-\$20,000	66	2.9	257	4.7	318	5.3
Over \$20,000	56	2.5	163	2.9	223	3.7
No answer or ambiguous	176	7.7	487	8.8	504	8.3
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Below \$5,000	1,568	28.7	1,159	20.3	688	16.0
\$5,000-\$9,999	2,386	43.7	2,717	47.5	1,919	44.7
\$10,000-\$14,999	783	14.4	1,020	17.9	961	22.4
\$15,000-\$20,000	150	2.7	179	3.1	238	5.5
Over \$20,000	77	1.4	93	1.6	105	2.4
No answer or ambiguous	492	9.0	551	9.6	382	8.9
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Below \$5,000	667	18.0	673	13.3	608	13.1
\$5,000-\$9,999	1,422	38.4	1,912	37.9	1,510	32.4
\$10,000-\$14,999	800	21.6	1,279	25.3	1,310	28.1
\$15,000-\$20,000	202	5.5	386	7.6	430	9.2
Over \$20,000	151	4.1	288	5.7	361	7.7
No answer or ambiguous	458	12.4	513	10.2	440	9.4
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 34.—Financial assistance reported by entering students, by program and year of entrance: 1965 and 1967 samples*

Financial assistance	Associate degree				Diploma				Baccalaureate			
	1965		1967		1965		1967		1965		1967	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Received NTA loan**	167	3.0	281	4.7	517	9.0	613	14.3	521	10.3	769	16.5
No loan, ambiguous, or no response	5,360	97.0	5,761	95.3	5,202	91.0	3,680	85.7	4,530	89.7	3,890	83.5
Total	5,527	100.0	6,042	100.0	5,719	100.0	4,293	100.0	5,051	100.0	4,659	100.0
Received scholarship or loan—non-NTA**	1,327	24.0	1,388	23.0	1,422	24.9	1,328	30.9	1,633	32.3	1,918	41.2
No scholarship or loan, or no response	4,200	76.0	4,654	77.0	4,297	75.1	2,965	69.1	3,418	67.7	2,741	58.8
Total	5,527	100.0	6,042	100.0	5,719	100.0	4,293	100.0	5,051	100.0	4,659	100.0

*These questions were not asked of group entering in 1962.

**Some students may have received both types of assistance.

Table 36.—Reasons for choosing nursing as a career, by program: 1962 sample*

Reason**	Associate degree		Diploma		Baccalaureate	
	Number	Percent	Number	Percent	Number	Percent
To help others	1,397	61.2	4,260	78.1	2,683	72.5
To have good profession ..	772	33.8	2,028	37.2	1,146	31.0
To learn health sciences ..	352	15.4	945	17.3	752	20.3
To gain personal satisfaction	496	21.8	1,581	29.0	898	24.3
To have economic security	330	14.5	853	15.6	507	13.7

*Available for 1962 sample only.

**Some respondents gave more than one reason; a few gave no response. Frequencies are the total responses. Percentages are calculated on number of participants.

Table 37.—Experiences, persons, associations cited as reasons for choosing nursing, by program: 1962 samples*

Reason**	Associate degree		Diploma		Baccalaureate	
	Number	Percent	Number	Percent	Number	Percent
Experience with illness ..	99	4.3	187	3.4	159	4.3
Health work experience ..	313	13.7	490	9.0	514	13.9
Personal association	115	5.0	320	5.9	411	11.1
Organizations	11	0.5	54	1.0	68	1.8
Spiritual experience	127	5.6	682	12.5	360	9.7

*Available for 1962 sample only.

**Some respondents gave more than one reason; some gave no response. Frequencies are the total responses. Percentages are calculated on number of participants.

Table 38.—Other responses given by entering students to describe choice of nursing, by program: 1962 sample*

Reason**	Associate degree		Diploma		Baccalaureate	
	Number	Percent	Number	Percent	Number	Percent
Always wanted to be a nurse	416	18.2	901	16.5	705	19.1
Hospital atmosphere	37	1.6	89	1.6	69	1.9
Heroic example	4	0.2	17	0.3	9	0.2
Only feasible education ..	21	0.9	62	1.1	14	0.4
Uncoded response	94	4.1	62	1.1	95	2.6

*Available for 1962 sample only.

**Some respondents gave more than one reason; some gave no response. Frequencies are the total responses. Percentages are calculated on number of participants.

Table 39.—Relationship to students of persons who influenced choice of nursing, by program: 1962 sample*

Relationship	Associate degree		Diploma		Baccalaureate	
	Number	Percent	Number	Percent	Number	Percent
Immediate family	555	24.3	1,546	28.3	846	22.9
Other relative	204	8.9	620	11.4	415	11.2
High school personnel ..	185	8.1	656	12.0	316	8.5
God, clergy, and religious	37	1.6	136	2.5	52	1.4
Friends, acquaintances, or unidentified relationship	642	28.1	1,216	22.3	869	23.5
Communications media ..	12	0.5	11	0.2	14	0.4
Myself, or no one	416	18.2	871	16.0	916	24.8
No answer	232	10.2	400	7.3	272	7.4
Total	2,283	100.0	5,456	100.0	3,700	100.0

*Available for 1962 sample only.

Table 40.—Occupations of persons who influenced choice of nursing, by program: 1962 sample*

Occupation	Associate degree		Diploma		Baccalaureate	
	Number	Percent	Number	Percent	Number	Percent
Nurse	525	23.0	1,532	28.1	1,024	27.7
Nursing student	28	1.2	93	1.7	36	1.0
Physician	221	9.7	335	6.1	362	9.8
Medically related	61	2.7	152	2.8	116	3.1
High school teacher or counselor	169	7.4	568	10.4	240	6.5
Unrelated to health or other	631	27.6	1,505	27.6	734	19.8
Myself, or no one	416	18.2	871	16.0	916	24.8
No answer	232	10.2	400	7.3	272	7.4
Total	2,283	100.0	5,456	100.0	3,700	100.0

*Available for 1962 sample only.

Table 41.—Major reasons for choice of particular type of program: 1962 sample*

Reason**	Percent of students
Associate degree:	
Length of program	54.5
Financial	27.3
Desire for college and nursing	18.6
Attributes of specific program	13.7
Diploma:	
Better preparation	26.5
Length of program	24.8
Attributes of specific program	22.0
Financial	18.6
Baccalaureate:	
Desire for college and nursing	46.9
Better career	44.0
Better preparation	16.0
Attributes of specific program	10.4

*Available for 1962 sample only.

**Of those who replied, some gave more than one reason. Percentages are calculated on number of participants.

Table 42.—Relationship to students of persons who influenced choice of nursing program, by program: 1962 sample*

Relationship	Associate degree		Diploma		Baccalaureate	
	Number	Percent	Number	Percent	Number	Percent
Immediate family	549	24.0	1,579	28.9	1,265	34.2
Other relative	56	2.5	237	4.3	139	3.8
High school personnel ..	380	16.6	986	18.1	736	19.9
God, clergy, and religious	15	0.7	111	2.0	40	1.1
Friends, acquaintances, or unidentified relationship	634	27.8	817	15.0	566	15.3
Communications media ..	17	0.8	11	0.2	10	0.3
Myself, or no one	403	17.6	1,052	19.3	579	15.6
No answer	229	10.0	663	12.2	365	9.9
Total	2,283	100.0	5,456	100.0	3,700	100.0

*Available for 1962 sample only.

Table 43.—Occupations of persons who influenced choice of nursing program, by program: 1962 sample*

Occupation	Associate degree		Diploma		Baccalaureate	
	Number	Percent	Number	Percent	Number	Percent
Nurse	403	17.7	786	14.4	549	14.8
Nursing student	55	2.4	67	1.2	44	1.2
Physician	95	4.2	194	3.6	178	4.8
Medically related	52	2.3	99	1.8	69	1.9
High school teacher or counselor	374	16.4	918	16.8	660	17.8
Unrelated to health, or other	672	29.4	1,677	30.7	1,256	33.9
Myself, or no one	403	17.6	1,052	19.3	579	15.6
No answer	229	10.0	663	12.2	365	9.9
Total	2,283	100.0	5,456	100.0	3,700	100.0

*Available for 1962 sample only.

Table 44.—Major reasons for choice of a particular school, by program: 1962 sample*

Reason**	Percent of students
Associate degree:	
Convenient location	63.1
Good school	41.1
Financial	20.5
Personal	14.2
Length of program	13.1
Diploma:	
Good school	60.7
Convenient location	35.0
Personal	33.0
Accredited	12.3
Religious affiliation	10.8
Baccalaureate:	
Good school	71.2
Convenient location	37.4
Financial	19.4
Personal	18.1
Religious affiliation	11.0

*Available for 1962 sample only.

**Of those who replied, some gave more than one reason. Percentages are calculated on number of participants.

Table 45.—Reasons of students entering associate degree schools for rejecting other types of programs: 1962 sample*

Reason**	Program rejected					
	Baccalaureate		Diploma		Practical nursing	
	Number	Percent	Number	Percent	Number	Percent
Length of program	734	32.2	398	17.4	—	—
Location	173	7.6	156	6.8	20	0.9
Personal	214	9.4	379	16.6	158	6.9
Age	69	3.0	50	2.2	—	—
Financial	637	27.9	272	11.9	—	—
Entrance qualifications ..	105	4.6	67	2.9	—	—
Already tried other program	29	1.3	46	2.0	—	—
Already an LPN	—	—	—	—	141	6.2
Prefer bedside nursing ..	161	7.1	24	1.1	—	—
Prefer college and nursing	—	—	383	16.8	966	42.3
Characteristics of specific program	161	7.1	183	8.0	64	2.8
Dislike other type of program	69	3.0	—	—	118	5.2
RN preferable	—	—	—	—	677	29.7
Poorer future salary	—	—	—	—	108	4.7
May attend in future	471	20.6	—	—	—	—
Already had college	37	1.6	—	—	—	—
Don't know meaning	49	2.1	80	3.5	—	—
Other or no response	320	14.0	740	32.4	433	19.0

*Available for 1962 sample only.

**Of those who replied, some gave more than one response. Frequencies are number of responses. Percentages are calculated on number of participants.

Table 46.—Reasons of students entering diploma schools for rejecting other types of programs: 1962 sample*

Reason**	Program rejected					
	Baccalaureate		Associate degree		Practical nursing	
	Number	Percent	Number	Percent	Number	Percent
Length of program	661	12.1	222	4.1	—	—
Location	62	1.1	83	1.5	—	—
Personal	208	3.8	287	5.3	219	4.0
Want RN first	634	11.6	185	3.4	—	—
Already an LPN	—	—	—	—	31	0.6
Already tried other program	59	1.1	—	—	—	—
Prefer hospital experience	758	13.9	345	6.3	—	—
Financial	1,294	23.7	341	6.3	—	—
Entrance qualifications	139	2.5	50	0.9	—	—
May attend later	247	4.5	73	1.3	—	—
Prefer bedside nursing	442	8.1	144	2.6	—	—
Current program gives degree	45	0.8	—	—	—	—
Not as good	—	—	278	5.1	—	—
Degree not necessary	401	7.3	—	—	—	—
Dislike other type of program	436	8.0	382	7.0	279	5.1
Characteristics of specific program	—	—	129	2.4	85	1.6
RN preferable	—	—	—	—	1,061	19.5
Poorer future pay	—	—	—	—	178	3.3
Prefer more education	—	—	—	—	2,802	51.4
Don't know meaning	734	13.5	1,569	28.8	184	3.4
Other or no response	805	14.8	1,700	31.2	885	16.2

*Available for 1962 sample only.

**Of those who replied, some gave more than one response. Frequencies are number of responses. Percentages are calculated on number of participants.

Table 47.—Reasons of students entering baccalaureate schools for rejecting other types of programs: 1962 sample*

Reason**	Program rejected					
	Associate degree		Diploma		Practical nursing	
	Number	Percent	Number	Percent	Number	Percent
Location	44	1.2	22	0.6	—	—
Personal	112	3.0	81	2.2	110	3.0
Prefer more and better education	264	7.1	252	6.8	1,290	34.9
Degree quicker in baccalaureate program ..	223	6.0	193	5.2	—	—
Not as good future	271	7.3	445	12.0	499	13.5
Financial	32	0.9	46	1.2	—	—
Already an LPN	—	—	—	—	21	0.6
Dislike other type of program	188	5.1	148	4.0	211	5.7
General college reasons ..	64	1.7	127	3.4	—	—
Prefer college and nursing	659	17.8	1,336	36.1	682	18.5
Would not qualify	292	7.9	183	4.9	—	—
RN preferable	—	—	—	—	375	10.1
Poorer future pay	—	—	—	—	110	3.0
Don't know meaning	824	22.3	355	9.6	92	2.5
Other or no response	1,035	28.0	935	25.3	689	18.6

*Available for 1962 sample only.

**Of those who replied, some gave more than one response. Frequencies are number of responses. Percentages are calculated on number of participants.

Table 48.—Prospective clinical fields for first year after graduation, as indicated by students entering associate degree program, by year of entrance: 1962, 1965, and 1967 samples

Clinical field	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
General or private duty nursing	779	34.1	1,739	31.5	1,814	30.0
Medical nursing	246	10.8	661	12.0	810	13.4
Surgical nursing	287	12.6	622	11.3	742	12.3
Medical-surgical nursing	15	0.7	41	0.7	52	0.9
Maternity nursing	232	10.2	630	11.4	700	11.6
Pediatric nursing	188	8.2	721	13.0	699	11.6
Psychiatric nursing	109	4.8	250	4.5	249	4.1
Anaesthesia or surgical specialties	20	0.9	47	0.9	41	0.7
Public health nursing	5	0.2	20	0.4	36	0.6
Other clinical specialties	34	1.5	121	2.2	130	2.2
Teacher, supervisor, administrator	7	0.3	8	0.1	12	0.2
Two or more choices	187	8.2	242	4.4	331	5.5
Non-nursing, or not working	25	1.1	48	0.9	34	0.6
Undecided	107	4.7	232	4.2	257	4.3
No answer	42	1.8	145	2.6	135	2.2
Total	2,283	100.0	5,527	100.0	6,042	100.0

Table 49.—Prospective clinical fields for first year after graduation, as indicated by students entering diploma program, by year of entrance: 1962, 1965, and 1967 samples

Clinical field	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
General or private duty nursing	1,571	28.8	1,553	27.2	1,077	25.1
Medical nursing	440	8.1	550	9.6	463	10.8
Surgical nursing	809	14.8	761	13.3	500	11.6
Medical-surgical nursing	23	0.4	21	0.4	12	0.3
Maternity nursing	628	11.5	713	12.5	556	13.0
Pediatric nursing	777	14.2	1,019	17.8	800	18.6
Psychiatric nursing	218	4.0	206	3.6	141	3.3
Anaesthesia or surgical specialties	21	0.4	27	0.5	18	0.4
Public health nursing	17	0.3	13	0.2	9	0.2
Other clinical specialties	131	2.4	147	2.6	144	3.4
Teacher/supervisor, administrator	5	0.1	4	0.1	4	0.1
Two or more choices	311	5.7	188	3.3	162	3.8
Non-nursing, or not working	70	1.3	62	1.1	31	0.1
Undecided	328	6.0	342	6.0	282	6.6
No answer	107	2.0	113	2.0	94	2.2
Total	5,456	100.0	5,719	100.0	4,293	100.0

Table 50.—Prospective clinical fields for first year after graduation, as indicated by students entering baccalaureate program, by year of entrance: 1962, 1965, and 1967 samples

Clinical field	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
General or private duty nursing	980	26.5	1,291	25.6	1,219	26.2
Medical nursing	378	10.2	591	11.7	581	12.5
Surgical nursing	557	15.1	654	12.9	553	11.9
Medical-surgical nursing ..	22	0.6	20	0.4	18	0.4
Maternity nursing	312	8.4	497	9.8	432	9.3
Pediatric nursing	478	12.9	768	15.2	705	15.1
Psychiatric nursing	158	4.3	213	4.2	175	3.8
Anaesthesia or surgical specialties	12	0.3	16	0.3	20	0.4
Public health nursing	42	1.1	77	1.5	64	1.4
Other clinical specialties ..	107	2.9	161	3.2	191	4.1
Teacher, supervisor, administrator	11	0.3	23	0.5	9	0.2
Two or more choices	283	7.6	208	4.1	189	4.1
Non-nursing, or not working	37	1.0	50	1.0	30	0.6
Undecided	240	6.5	345	6.8	351	7.5
No answer	83	2.2	137	2.7	122	2.6
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 51.—Prospective employers for first year after graduation, as indicated by students entering associate degree program, by year of entrance: 1962, 1965, and 1967 samples

Employer	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Hospital	1,927	84.4	4,681	84.7	5,122	84.8
Nursing home	6	0.3	38	0.7	70	1.2
Public health agency	28	1.2	69	1.2	80	1.3
School (school nursing) ..	13	0.6	34	0.6	42	0.7
School of nursing	12	0.5	17	0.3	19	0.3
Industry	7	0.3	27	0.5	12	0.2
Self-employed	31	1.4	38	0.7	45	0.7
Doctor or dentist	70	3.1	176	3.2	161	2.7
Other	55	2.4	157	2.8	186	3.1
Undecided, or no answer ..	134	5.9	290	5.2	305	5.0
Total	2,283	100.0	5,527	100.0	6,042	100.0

Table 52.—Prospective employers for first year after graduation, as indicated by students entering diploma program, by year of entrance: 1962, 1965, and 1967 samples

Employer	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Hospital	4,678	85.7	4,916	86.0	3,594	83.7
Nursing home	15	0.3	21	0.4	20	0.5
Public health agency	55	1.0	71	1.2	51	1.2
School (school nursing) ..	29	0.5	40	0.7	40	0.9
School of nursing	25	0.5	18	0.3	15	0.3
Industry	23	0.4	24	0.4	13	0.3
Self-employed	53	1.0	53	0.9	50	1.2
Doctor or dentist	119	2.2	125	2.2	95	2.2
Other	217	4.0	250	4.4	237	5.5
Undecided, or no answer..	242	4.4	201	3.5	178	4.1
Total	5,456	100.0	5,719	100.0	4,293	100.0

Table 53.—Prospective employers for first year after graduation, as indicated by students entering baccalaureate program, by year of entrance: 1962, 1965, and 1967 samples

Employer	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Hospital	2,978	80.5	4,042	80.0	3,672	78.8
Nursing home	14	0.4	24	0.5	20	0.4
Public health agency	81	2.2	151	3.0	127	2.7
School (school nursing) ..	39	1.1	53	1.0	47	1.0
School of nursing	23	0.6	37	0.7	38	0.8
Industry	23	0.6	17	0.3	13	0.3
Self-employed	21	0.6	20	0.4	30	0.6
Doctor or dentist	86	2.3	123	2.4	102	2.2
Other	193	5.2	325	6.4	372	8.0
Undecided, or no answer..	242	6.5	259	5.1	238	5.1
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 54.—Prospective positions for first year after graduation, as indicated by students entering associate degree program, by year of entrance: 1962, 1965, and 1967 samples

Position	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Staff nurse	1,810	79.3	4,382	79.3	4,808	79.6
Private duty nurse	96	4.2	216	3.9	175	2.9
Head nurse	65	2.8	209	3.8	243	4.0
Supervisor	32	1.4	92	1.7	96	1.6
Teacher of nursing	7	0.3	24	0.4	30	0.5
Administrator	9	0.4	15	0.3	16	0.3
Nurse-consultant	5	0.2	8	0.1	15	0.2
Nurse-researcher	29	1.3	55	1.0	68	1.1
Other	65	2.8	145	2.6	141	2.3
Undecided, or no answer..	165	7.2	381	6.9	450	7.4
Total	2,283	100.0	5,527	100.0	6,042	100.0

Table 55.—Prospective positions for first year after graduation, as indicated by students entering diploma program, by year of entrance: 1962, 1965, and 1967 samples

Position	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Staff nurse	4,308	79.0	4,617	80.7	3,373	78.6
Private duty nurse	235	4.3	233	4.1	180	4.2
Head nurse	213	3.9	237	4.1	186	4.3
Supervisor	91	1.7	73	1.3	84	2.0
Teacher of nursing	33	0.6	21	0.4	23	0.5
Administrator	16	0.3	12	0.2	10	0.2
Nurse-consultant	21	0.4	16	0.3	11	0.3
Nurse-researcher	55	1.0	73	1.3	53	1.2
Other	173	3.2	144	2.5	97	2.3
Undecided, or no answer..	311	5.7	293	5.1	276	6.4
Total	5,456	100.0	5,719	100.0	4,293	100.0

Table 56.—Prospective positions for first year after graduation, as indicated by students entering baccalaureate program, by year of entrance: 1962, 1965, and 1967 samples

Position	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Staff nurse	2,708	73.2	3,661	72.5	3,376	72.5
Private duty nurse	156	4.2	171	3.4	147	3.2
Head nurse	207	5.6	366	7.2	337	7.2
Supervisor	101	2.7	167	3.3	168	3.6
Teacher of nursing	35	0.9	51	1.0	43	0.9
Administrator	14	0.4	22	0.4	19	0.4
Nurse-consultant	11	0.3	19	0.4	16	0.3
Nurse-researcher	57	1.5	63	1.2	74	1.6
Other	122	3.3	144	2.9	132	2.8
Undecided, or no answer..	289	7.8	387	7.7	347	7.4
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 57.—Entering students' plans for work after marriage, by program and year of entrance: 1962, 1965, and 1967 samples

Plans for work	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Yes	1,714	75.1	4,418	79.9	4,819	79.8
Part time	120	5.3	226	4.1	266	4.4
No	43	1.9	87	1.6	63	1.0
Undecided	148	6.5	295	5.3	282	4.7
Other or ambiguous	121	5.3	276	5.0	328	5.4
No response	137	6.0	225	4.1	284	4.7
Total	2,285	100.0	5,527	100.0	6,042	100.0
Diploma:						
Yes	4,014	73.6	4,726	82.6	3,568	83.1
Part time	458	8.4	330	5.8	229	5.3
No	193	3.5	125	2.2	42	1.0
Undecided	558	10.2	398	7.0	305	7.1
Other or ambiguous	112	2.1	101	1.8	102	2.4
No response	121	2.2	39	0.7	47	1.1
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Yes	2,614	70.6	3,969	78.6	3,795	81.5
Part time	279	7.5	271	5.4	255	5.5
No	175	4.7	146	2.9	71	1.5
Undecided	520	14.1	532	10.5	396	8.5
Other or ambiguous	58	1.6	106	2.1	94	2.0
No response	54	1.5	27	0.5	48	1.0
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 58.—Entering students' plans for further nursing education, by program and year of entrance: 1962, 1965, and 1967 samples

Plans for further education	1962		1965		1967	
	Number	Percent	Number	Percent	Number	Percent
Associate degree:						
Yes	1,120	49.1	2,781	50.3	2,943	48.9
Undecided	546	23.9	1,281	23.2	1,498	24.8
No	370	16.2	1,152	20.8	1,252	20.7
Eventually	67	2.9	113	2.0	139	2.3
Rather work first	64	2.8	60	1.1	59	1.0
Other or ambiguous	56	2.5	66	1.2	44	0.7
No response	60	2.6	74	1.3	107	1.8
Total	2,283	100.0	5,527	100.0	6,042	100.0
Diploma:						
Yes	2,355	43.2	2,523	44.1	1,769	41.2
Undecided	1,553	28.5	1,550	27.1	1,296	30.2
No	1,156	21.2	1,472	25.7	1,090	25.4
Eventually	77	1.4	33	0.6	45	1.0
Rather work first	62	1.1	31	0.5	18	0.4
Other or ambiguous	144	2.6	38	0.7	20	0.5
No response	109	2.0	72	1.3	55	1.3
Total	5,456	100.0	5,719	100.0	4,293	100.0
Baccalaureate:						
Yes	1,110	30.0	1,711	33.9	1,559	33.5
Undecided	1,178	31.8	1,507	29.8	1,391	29.9
No	1,120	30.3	1,654	32.7	1,477	31.7
Eventually	57	1.5	38	0.8	73	1.6
Rather work first	51	1.4	28	0.6	39	0.8
Other or ambiguous	127	3.4	40	0.8	32	0.7
No response	57	1.5	73	1.4	88	1.9
Total	3,700	100.0	5,051	100.0	4,659	100.0

Table 59.—Rates of graduation and withdrawal of participants, by program and year of entrance: 1962 and 1965 samples*

Completion status	1962		1965	
	Number	Percent	Number	Percent
Associate degree:				
Graduated	1,336	58.5	3,285	59.4
Withdrew	947	41.5	2,242	40.6
Total	2,283	100.0	5,527	100.0
Diploma:				
Graduated	3,689	67.6	3,978	69.6
Withdrew	1,767	32.4	1,741	30.4
Total	5,456	100.0	5,719	100.0
Baccalaureate:				
Graduated	1,868	50.5	—	—
Withdrew	1,832	49.5	—	—
Total	3,700	100.0	—	—

*Data for 1965 baccalaureate sample not yet complete.

Table 60.—Rates of return of questionnaires from graduates and withdrawals, by program and year of entrance: 1962 and 1965 samples*

Response	1962				1965			
	Graduated		Withdrew		Graduated		Withdrew	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Associate degree:								
Returned questionnaire	1,287	96.3	647	68.3	3,163	96.3	1,702	76.0
Questionnaire not returned	49	3.7	300	31.7	122	3.7	540	24.0
Total	1,336	100.0	947	100.0	3,285	100.0	2,242	100.0
Diploma:								
Returned questionnaire	3,621	98.2	1,424	80.6	3,852	96.8	1,387	79.7
Questionnaire not returned	68	1.8	343	19.4	126	3.2	354	20.3
Total	3,689	100.0	1,767	100.0	3,978	100.0	1,741	100.0
Baccalaureate:								
Returned questionnaire	1,800	96.4	1,360	74.2	—	—	—	—
Questionnaire not returned	68	3.6	472	25.8	—	—	—	—
Total	1,868	100.0	1,832	100.0	—	—	—	—

*Data for 1965 baccalaureate sample not yet complete.

Table 61.—Reasons for withdrawal of participants from associate degree programs, by year of entrance: 1962 and 1965 samples

Reason for withdrawal	1962				1965			
	Director's reason		Student's reason		Director's reason		Student's reason	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Scholastic	458	48.4	182	28.1	1,026	45.8	468	27.5
No longer interested in nursing	108	11.4	107	16.5	325	14.5	307	18.0
Unsuited for nursing ..	49	5.2	44	6.8	76	3.4	70	4.1
Marriage	50	5.3	64	9.9	106	4.7	161	9.5
Pregnancy	33	3.5	32	4.9	44	2.0	57	3.3
Personal/family problems	81	8.5	75	11.6	203	9.1	248	14.6
Financial	15	1.6	42	6.5	21	0.9	87	5.1
To enter other nursing program ..	24	2.5	13	2.0	36	1.6	47	2.8
Illness	61	6.4	41	6.3	88	3.9	105	6.2
Dissatisfied with program	—	—	13	2.0	—	—	57	3.3
Staff-faculty related ..	—	—	7	1.1	—	—	22	1.3
Other or no answer ..	68	7.2	27	4.2	317	14.1	73	4.3
Total	947	100.0	647	100.0	2,242	100.0	1,702	100.0

Table 62.—Reasons for withdrawal of participants from diploma programs, by year of entrance: 1962 and 1965 samples

Reason for withdrawal	1962				1965			
	Director's reason		Student's reason		Director's reason		Student's reason	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Scholastic	694	39.3	391	27.5	704	40.4	378	27.3
No longer interested in nursing	318	18.0	212	14.9	386	22.2	276	19.9
Unsuited for nursing ..	114	6.5	91	6.4	77	4.4	63	4.5
Marriage	297	16.8	263	18.5	215	12.3	208	15.0
Pregnancy	55	3.1	58	4.1	37	2.1	51	3.7
Personal/family problems	101	5.7	155	10.9	90	5.2	148	10.7
Financial	10	0.6	26	1.8	6	0.3	26	1.9
To enter other nursing program ..	18	1.0	23	1.6	62	3.6	49	3.5
Illness	96	5.4	82	5.8	77	4.4	68	4.9
Dissatisfied with program	—	—	38	2.7	—	—	39	2.8
Staff-faculty related ..	—	—	19	1.3	—	—	22	1.6
Residence related	—	—	7	0.5	—	—	4	0.3
Patient or work related	—	—	8	0.6	—	—	6	0.4
Other or no answer ..	64	3.6	51	3.6	87	5.0	49	3.5
Total	1,767	100.0	1,424	100.0	1,741	100.0	1,387	100.0

Table 63.—Reasons for withdrawal of participants from baccalaureate programs: 1962 sample

Reason for withdrawal	Director's reason		Student's reason	
	Number	Percent	Number	Percent
Scholastic	427	23.3	282	20.7
No longer interested in nursing ..	471	25.7	432	31.8
Unsuited for nursing	42	2.3	38	2.8
Marriage	133	7.3	202	14.9
Pregnancy	17	0.9	23	1.7
Personal/family problems	72	3.9	95	7.0
Financial	28	1.5	66	4.9
To enter other nursing program ..	71	3.9	76	5.6
Illness	52	2.8	38	2.8
Dissatisfied with program	—	—	51	3.7
Staff-faculty related	—	—	16	1.2
Other or no answer	519	28.3	41	3.0
Total	1,832	100.0	1,360	100.0

Table 64.—Sex of participants, by graduation and withdrawal, program, and year of entrance: 1962 and 1965 samples*

Completion status	1962				1965			
	Female		Male		Female		Male	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Associate degree:								
Graduated	1,287	58.9	49	49.5	3,163	59.5	122	58.7
Withdrew	897	41.1	50	50.5	2,156	40.5	86	41.3
Total	2,184	100.0	99	100.0	5,319	100.0	208	100.0
Diploma:								
Graduated	3,653	67.7	36	56.2	3,946	69.7	32	53.3
Withdrew	1,739	32.3	28	43.8	1,713	30.3	28	46.7
Total	5,392	100.0	64	100.0	5,659	100.0	60	100.0
Baccalaureate:								
Graduated	1,863	50.6	5	31.2	—	—	—	—
Withdrew	1,821	49.4	11	68.8	—	—	—	—
Total	3,684	100.0	16	100.0	—	—	—	—

*Data for 1965 baccalaureate sample not yet available.

Table 65.—Marital status of participants at graduation or withdrawal, by program and year of entrance: 1962 and 1965 samples*

Marital status	1962				1965			
	Graduated		Withdrew		Graduated		Withdrew	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Associate degree:								
Single	758	58.9	246	38.0	2,012	63.6	926	54.4
Married	429	33.3	359	55.5	962	30.4	701	41.2
Formerly married ..	89	6.9	37	5.8	163	5.2	71	4.2
Religious	9	0.7	—	—	22	0.7	2	0.1
Undetermined	2	0.2	5	0.8	4	0.1	2	0.1
Total	1,287	100.0	647	100.0	3,163	100.0	1,702	100.0
Diploma:								
Single	3,090	85.3	576	40.4	3,278	85.1	723	52.1
Married	491	13.6	790	55.5	544	14.1	630	45.4
Formerly married ..	25	0.7	28	2.0	14	0.4	21	1.5
Religious	15	0.4	3	0.2	13	0.3	2	0.1
Undetermined	—	—	27	1.9	1	—	11	0.8
Total	3,621	100.0	1,424	100.0	3,852	100.0	1,387	100.0
Baccalaureate:								
Single	1,431	79.5	630	46.3	—	—	—	—
Married	338	18.8	699	51.4	—	—	—	—
Formerly married ..	9	0.5	24	1.8	—	—	—	—
Religious	16	0.9	2	0.1	—	—	—	—
Undetermined	6	0.4	5	0.4	—	—	—	—
Total	1,800	100.0	1,360	100.0	—	—	—	—

*Data for 1965 baccalaureate sample not yet available.

Table 66.—Employment of participants during nursing school, by graduation and withdrawal, program, and year of entrance: 1962 and 1965 samples*

Employment status	1962				1965			
	Graduated		Withdrew		Graduated		Withdrew	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Associate degree:								
Employed	841	65.3	240	37.1	2,261	71.5	682	40.1
Not employed	404	31.4	389	60.1	858	27.1	985	57.9
Employment ambiguous	8	0.6	4	0.6	26	0.8	3	0.2
No response	34	2.6	14	2.2	18	0.6	32	1.9
Total	1,287	100.0	647	100.0	3,163	100.0	1,702	100.0
Diploma:								
Employed	2,297	63.4	284	19.9	2,954	76.7	298	21.5
Not employed	1,249	34.5	1,106	77.7	847	22.0	1,052	75.8
Employment ambiguous	25	0.7	2	0.1	13	0.4	8	0.6
No response	50	1.4	32	2.2	38	1.0	29	2.1
Total	3,621	100.0	1,424	100.0	3,852	100.0	1,387	100.0
Baccalaureate:								
Employed	1,671	92.8	423	31.1	—	—	—	—
Not employed	113	6.3	897	66.0	—	—	—	—
Employment ambiguous	11	0.6	5	0.3	—	—	—	—
No response	5	0.3	35	2.6	—	—	—	—
Total	1,800	100.0	1,360	100.0	—	—	—	—

*Data for 1965 baccalaureate sample not yet available.

Table 67.—Earnings of participants during nursing school, by graduation and withdrawal, program, and year of entrance: 1962 and 1965 samples*

Total earnings	1962				1965			
	Graduated		Withdrew		Graduated		Withdrew	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Associate degree:								
\$100 or less	129	10.0	56	8.7	160	5.1	176	10.3
\$101 to \$500	317	24.6	88	13.6	746	23.6	282	16.6
\$501 to \$1,000	187	14.5	43	6.6	563	17.8	106	6.2
Over \$1,000	203	15.8	37	5.7	785	24.8	96	5.6
Not employed, ambiguous, or no response	451	35.0	423	65.3	909	28.7	1,042	61.2
Total	1,287	100.0	647	100.0	3,163	100.0	1,702	100.0
Diploma:								
\$100 or less	840	23.2	168	11.8	618	16.0	158	11.4
\$101 to \$500	1,048	28.9	89	6.2	1,476	38.3	115	8.3
\$501 to \$1,000	270	7.5	19	1.3	504	13.1	17	1.2
Over \$1,000	138	3.8	4	0.3	338	8.8	5	0.4
Not employed, ambiguous, or no response	1,325	36.6	1,144	80.4	916	23.8	1,092	78.8
Total	3,621	100.0	1,424	100.0	3,852	100.0	1,387	100.0
Baccalaureate:								
\$100 or less	72	4.0	104	7.6	—	—	—	—
\$101 to \$500	399	22.2	191	14.0	—	—	—	—
\$501 to \$1,000	463	25.7	86	6.3	—	—	—	—
Over \$1,000	732	40.7	35	2.6	—	—	—	—
Not employed, ambiguous, or no response	134	7.5	944	69.4	—	—	—	—
Total	1,800	100.0	1,360	100.0	—	—	—	—

*Data for 1965 baccalaureate sample not yet available.

Table 68.—Occupations of participants during nursing school, by graduation and withdrawal, program, and year of entrance: 1962 and 1965 samples*

Type of work	1962				1965			
	Graduated		Withdrew		Graduated		Withdrew	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Associate degree:								
Nursing	101	7.8	15	2.3	309	9.8	35	2.1
LPN/LVN	85	6.6	14	2.2	288	9.1	45	2.6
Allied medical	479	37.2	90	13.9	1,177	37.2	266	15.6
Other type work	187	14.5	122	18.9	509	16.1	341	20.0
Not employed, ambiguous, or no response	435	33.8	406	62.8	880	27.8	1,015	59.6
Total	1,287	100.0	647	100.0	3,163	100.0	1,702	100.0
Diploma:								
Nursing	1,153	31.8	118	8.3	1,233	32.0	67	4.8
LPN/LVN	46	1.3	4	0.3	49	1.3	2	0.1
Allied medical	838	23.1	99	6.9	1,370	35.6	152	11.0
Other type work	262	7.2	67	4.7	280	7.3	78	5.6
Not employed, ambiguous, or no response	1,322	36.5	1,136	79.8	920	23.9	1,088	78.4
Total	3,621	100.0	1,424	100.0	3,852	100.0	1,387	100.0
Baccalaureate:								
Nursing	537	29.8	45	3.3	—	—	—	—
LPN/LVN	217	12.1	9	0.7	—	—	—	—
Allied medical	572	31.8	134	9.9	—	—	—	—
Other type work	341	18.9	234	17.2	—	—	—	—
Not employed, ambiguous, or no response	133	7.4	938	69.0	—	—	—	—
Total	1,800	100.0	1,360	100.0	—	—	—	—

*Data for 1965 baccalaureate sample not yet available.

Table 69.—Employers of participants during nursing school, by graduation and withdrawal, program, and year of entrance: 1962 and 1965 samples*

Employer	1962				1965			
	Graduated		Withdrew		Graduated		Withdrew	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Associate degree:								
Hospital	579	45.0	95	14.7	1,545	48.8	286	16.8
Nursing home	25	1.9	8	1.2	98	3.1	27	1.6
Related to health ...	50	3.9	9	1.4	99	3.1	23	1.4
Other employer	197	15.3	127	19.6	530	16.8	344	20.2
Not employed, ambiguous, or no response	436	33.9	408	63.1	891	28.2	1,022	60.0
Total	1,287	100.0	647	100.0	3,163	100.0	1,702	100.0
Diploma:								
Hospital	1,998	55.2	213	15.0	2,549	66.2	219	15.8
Nursing home	13	0.4	8	0.6	46	1.2	0	0.0
Related to health ...	17	0.5	4	0.3	53	1.4	3	0.2
Other employer	262	7.2	67	4.7	272	7.1	77	5.6
Not employed, ambiguous, or no response	1,331	36.8	1,132	79.5	932	24.2	1,088	78.4
Total	3,621	100.0	1,424	100.0	3,852	100.0	1,387	100.0
Baccalaureate:								
Hospital	1,227	68.2	154	11.3	—	—	—	—
Nursing home	30	1.7	9	0.7	—	—	—	—
Related to health ...	65	3.6	22	1.6	—	—	—	—
Other employer	339	18.8	232	17.1	—	—	—	—
Not employed, ambiguous, or no response	139	7.7	943	69.3	—	—	—	—
Total	1,800	100.0	1,360	100.0	—	—	—	—

*Data for 1965 baccalaureate sample not yet available.

Table 70.—Total amount of scholarships and loans* received by graduates and withdrawals from nursing programs: 1962 sample

Type and total amount	Associate degree				Diploma				Baccalaureate			
	Graduated		Withdraw		Graduated		Withdraw		Graduated		Withdraw	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Scholarships:												
\$100 or less	80	6.2	27	4.2	152	4.2	72	5.1	67	3.7	76	5.6
\$101—\$500	235	18.3	56	8.7	614	17.0	150	10.5	235	13.1	199	14.6
\$501—\$1,000	57	4.4	10	1.5	279	7.7	48	3.4	126	7.0	39	2.9
Over \$1,000	37	2.9	5	0.8	102	2.8	19	1.3	396	22.0	35	2.6
None, ambiguous, or no response	878	68.2	549	84.9	2,474	68.3	1,135	79.7	976	54.2	1,011	74.3
Total	1,287	100.0	647	100.0	3,621	100.0	1,424	100.0	1,800	100.0	1,360	100.0
Loans:												
\$100 or less	36	2.8	7	1.1	63	1.7	19	1.3	15	0.8	7	0.5
\$101—\$500	132	10.3	60	9.3	407	11.2	155	10.9	128	7.1	92	6.8
\$501—\$1,000	81	6.3	20	3.1	197	5.4	50	3.5	145	8.1	74	5.4
Over \$1,000	61	4.7	8	1.2	117	3.2	13	0.9	277	15.4	49	3.6
None, ambiguous, or no response	977	75.9	552	85.3	2,837	78.3	1,187	83.4	1,235	68.6	1,138	83.7
Total	1,287	100.0	647	100.0	3,621	100.0	1,424	100.0	1,800	100.0	1,360	100.0

*Some students may have reported both types of assistance.

Table 71.—Total amount of scholarships and loans* received by graduates of nursing programs: 1965 samples**

Total amount	Government scholarship				Non-government scholarship				NTA loan				Other type loan			
	Associate degree		Diploma		Associate degree		Diploma		Associate degree		Diploma		Associate degree		Diploma	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Less than \$500	221	7.0	107	2.8	478	15.1	500	13.0	84	2.7	119	3.1	225	7.1	160	4.2
\$501—\$1,000	115	3.6	104	2.7	123	3.9	204	5.3	97	3.1	258	6.7	190	6.0	148	3.8
\$1,001—\$1,500	23	0.7	32	0.8	26	0.8	61	1.6	45	1.4	129	3.3	87	2.8	81	2.1
\$1,501—\$2,000	32	1.0	20	0.5	13	0.4	34	0.9	37	1.2	95	2.5	60	1.9	29	0.8
Over \$2,000	50	1.6	77	2.0	9	0.3	9	0.2	23	0.7	59	1.5	42	1.3	22	0.6
None, ambiguous, or no response	2,722	86.1	3,512	91.2	2,514	79.5	3,044	79.0	2,977	91.0	3,192	82.9	2,559	80.9	3,412	88.6
Total	3,163	100.0	3,852	100.0	3,163	100.0	3,852	100.0	3,163	100.0	3,852	100.0	3,163	100.0	3,852	100.0

*Some students may have had more than one type of assistance.

**Data for baccalaureate 1965 sample not yet available.

Table 72.—Total amount of scholarships and loans* received by withdrawals from nursing programs: 1965 sample**

Total amount	Scholarship				NTA loan				Other loan			
	Associate degree		Diploma		Associate degree		Diploma		Associate degree		Diploma	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
\$100 or less	137	8.0	58	4.2	3	0.2	13	0.9	38	2.2	8	0.6
\$101—\$500	139	8.2	144	10.4	33	1.9	72	5.2	142	8.3	116	8.4
\$501—\$1,000	27	1.6	36	2.6	20	1.2	46	3.3	55	3.2	76	5.5
Over \$1,000	17	1.0	20	1.4	1	0.1	18	1.3	19	1.1	27	1.9
None, ambiguous, or no response	1,382	81.2	1,129	81.4	1,645	96.7	1,238	89.3	1,448	85.1	1,160	83.6
Total	1,702	100.0	1,387	100.0	1,702	100.0	1,387	100.0	1,702	100.0	1,387	100.0

*Some students may have had more than one type of assistance.

**Data for baccalaureate 1965 sample not yet available.

Table 73.—Seniors' expected clinical fields first year after graduation, by program and year of entrance: 1962 and 1965 samples*

Clinical field	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Medical or general nursing	579	45.0	1,323	41.8	1,097	30.3	1,177	30.6	531	29.5
Surgical nursing ..	214	16.6	508	16.1	862	23.8	848	22.0	278	15.4
Medical-surgical nursing	108	8.4	207	6.5	163	4.5	183	4.8	83	4.6
Maternity nursing	108	8.4	285	9.0	361	10.0	371	9.6	133	7.4
Pediatric nursing	99	7.7	304	9.6	465	12.8	543	14.1	253	14.1
Psychiatric nursing	78	6.1	212	6.7	243	6.7	209	5.4	170	9.4
Anaesthesia or surgical specialties	15	1.2	51	1.6	127	3.5	105	2.7	9	0.5
Public health nursing	3	0.2	8	0.3	30	0.8	30	0.8	220	12.2
Other clinical specialties	25	1.9	84	2.7	129	3.6	220	5.7	23	1.3
Teacher, supervisor, administrator ..	3	0.2	3	0.1	5	0.1	6	0.2	7	0.4
Two or more choices	27	2.1	86	2.7	67	1.9	90	2.3	47	2.6
Non-nursing, or not working ..	3	0.2	18	0.6	9	0.2	14	0.4	12	0.7
Undecided or no answer	25	1.9	74	2.3	63	1.7	56	1.5	34	1.9
Total	1,287	100.0	3,163	100.0	3,621	100.0	3,852	100.0	1,800	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 74.—Seniors' expected employers first year after graduation, by program and year of entrance: 1962 and 1965 samples*

Employer	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Hospital	1,192	92.6	2,953	93.4	3,315	91.5	3,578	92.9	1,364	75.8
Nursing home ...	7	0.5	20	0.6	14	0.4	15	0.4	8	0.4
Public health agency	8	0.6	19	0.6	34	0.9	41	1.1	195	10.8
School (school nursing)	2	0.2	4	0.1	13	0.4	11	0.3	47	2.6
School of nursing	3	0.2	2	0.1	8	0.2	11	0.3	17	0.9
Industry	2	0.2	8	0.3	13	0.4	2	0.1	4	0.2
Self-employed ...	5	0.4	5	0.2	4	0.1	7	0.2	2	0.1
Doctor or dentist	27	2.1	49	1.5	81	2.2	62	1.6	25	1.4
Other	13	1.0	37	1.2	63	1.7	55	1.4	88	4.9
Undecided or no answer	28	2.2	66	2.1	76	2.1	70	1.8	50	2.8
Total	1,287	100.0	3,163	100.0	3,621	100.0	3,852	100.0	1,800	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 75.—Seniors' expected positions first year after graduation, by program and year of entrance: 1962 and 1965 samples*

Position	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Staff nurse	1,198	93.1	2,953	93.4	3,358	92.7	3,598	93.4	1,583	87.9
Private duty nurse	11	0.9	16	0.5	13	0.4	11	0.3	5	0.3
Head nurse	22	1.7	54	1.7	53	1.5	69	1.8	51	2.8
Supervisor	2	0.2	6	0.2	6	0.2	6	0.2	6	0.3
Teacher of nursing	3	0.2	1	0.0	11	0.3	13	0.3	16	0.9
Administrator ...	3	0.2	2	0.1	—	—	—	—	—	—
Nurse-consultant	—	—	4	0.1	4	0.1	3	0.1	5	0.3
Nurse-researcher	—	—	5	0.2	8	0.2	17	0.4	6	0.3
Other	24	1.9	58	1.8	93	2.6	70	1.8	79	4.4
Undecided or no answer	24	1.9	64	2.0	75	2.1	65	1.7	49	2.7
Total	1,287	100.0	3,163	100.0	3,621	100.0	3,852	100.0	1,800	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 76.—Seniors' expected clinical fields 15 years after graduation, by program and year of entrance: 1962 and 1965 samples*

Clinical field	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Medical or										
general nursing	289	22.5	674	21.3	1,030	28.4	960	24.9	277	15.4
Surgical nursing..	115	8.9	325	10.3	412	11.4	453	11.8	103	5.7
Medical-surgical										
nursing	20	1.6	52	1.6	69	1.9	75	1.9	25	1.4
Maternity nursing	143	11.1	342	10.8	356	9.8	402	10.4	123	6.8
Pediatric nursing	105	8.2	322	10.2	332	9.2	455	11.8	195	10.8
Psychiatric										
nursing	172	13.4	373	11.8	274	7.6	287	7.4	194	10.8
Anaesthesia or										
surgical										
specialties	16	1.2	52	1.6	59	1.6	59	1.5	8	0.4
Public health										
nursing	67	5.2	124	3.9	166	4.6	177	4.6	418	23.2
Other clinical										
specialties	75	5.8	228	7.2	282	7.8	299	7.8	66	3.7
Teacher,										
supervisor,										
administrator ..	82	6.4	152	4.8	158	4.4	120	3.1	110	6.1
Two or more										
choices	46	3.6	75	2.4	98	2.7	95	2.5	75	4.2
Non-nursing or										
not working ..	52	4.0	153	4.8	114	3.1	174	4.5	76	4.2
Undecided or										
no answer	105	8.2	291	9.2	271	7.5	296	7.7	130	7.2
Total	1,287	100.0	3,163	100.0	3,621	100.0	3,852	100.0	1,800	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 77.—Seniors' expected employers 15 years after graduation, by program and year of entrance: 1962 and 1965 samples*

Employer	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Hospital	478	37.1	1,293	40.9	1,334	36.8	1,520	39.5	431	23.9
Nursing home ...	23	1.8	82	2.6	59	1.6	84	2.2	39	2.2
Public health agency	85	6.6	164	5.2	178	4.9	168	4.4	272	15.1
School (school nursing)	59	4.6	100	3.2	177	4.9	170	4.4	196	10.9
School of nursing	142	11.0	284	9.0	341	9.4	326	8.5	328	18.2
Industry	26	2.0	62	2.0	109	3.0	92	2.4	25	1.4
Self-employed ...	88	6.8	214	6.8	319	8.8	263	6.8	55	3.1
Doctor or dentist	230	17.9	536	16.9	746	20.6	826	21.4	178	9.9
Other	44	3.4	123	3.9	120	3.3	107	2.8	97	5.4
Undecided or no answer	112	8.7	305	9.6	238	6.6	296	7.7	179	9.9
Total	1,287	100.0	3,163	100.0	3,621	100.0	3,852	100.0	1,800	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 78.—Seniors' expected positions 15 years after graduation, by program and year of entrance: 1962 and 1965 samples*

Position	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Staff nurse	171	13.3	585	18.5	641	17.7	832	21.6	425	23.6
Private duty nurse	183	14.2	435	13.8	574	15.9	494	12.8	115	6.4
Head nurse	252	19.6	630	19.9	621	17.1	775	20.1	598	33.2
Supervisor	128	9.9	331	10.5	347	9.6	325	8.4	146	8.1
Teacher of nursing	149	11.6	292	9.2	412	11.4	379	9.8	170	9.4
Administrator ...	46	3.6	78	2.5	71	2.0	52	1.3	6	0.3
Nurse-consultant ..	29	2.3	44	1.4	62	1.7	78	2.0	36	2.0
Nurse-researcher ..	52	4.0	137	4.3	195	5.4	186	4.8	25	1.4
Other	127	9.9	264	8.3	409	11.3	373	9.7	150	8.3
Undecided or no answer	150	11.7	367	11.6	289	8.0	358	9.3	129	7.2
Total	1,287	100.0	3,163	100.0	3,621	100.0	3,852	100.0	1,800	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 79.—Seniors' plans for work after marriage, by program and year of entrance: 1962 and 1965 samples*

Plans for work after marriage	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Yes, will work ..	997	77.5	2,519	79.6	2,549	70.4	2,860	74.2	1,289	71.6
No plans to work	12	0.9	23	0.7	64	1.8	48	1.2	25	1.4
Undecided	30	2.3	63	2.0	109	3.0	76	2.0	53	2.9
Part time	41	3.2	90	2.8	140	3.9	109	2.8	91	5.1
Ambiguous or no answer	207	16.1	468	14.8	759	21.0	759	19.7	342	19.0
Total	1,287	100.0	3,163	100.0	3,621	100.0	3,852	100.0	1,800	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 80.—Seniors' plans for future nursing education, by program and year of entrance: 1962 and 1965 samples*

Plans for future nursing education	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Yes, will continue	706	54.9	1,498	47.4	1,721	47.5	1,763	45.8	629	34.9
No further education	281	21.8	816	25.8	899	24.8	1,014	26.3	591	32.8
Undecided	143	11.1	367	11.6	392	10.8	448	11.6	285	15.8
Eventually	41	3.2	84	2.7	64	1.8	53	1.4	54	3.0
Other responses...	14	1.1	13	0.4	8	0.2	21	0.5	11	0.6
Ambiguous or no response	102	7.9	385	12.2	537	14.8	553	14.4	230	12.8
Total	1,287	100.0	3,163	100.0	3,621	100.0	3,852	100.0	1,800	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 81.—Seniors' plans for financing future education, by program and year of entrance: 1962 and 1965 samples*

Plans for financing future education	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Earnings	408	31.7	855	27.0	893	24.7	972	25.2	180	10.0
Scholarship or fellowship	12	0.9	51	1.6	48	1.3	43	1.1	208	11.6
Savings	87	6.8	165	5.2	164	4.5	134	3.5	45	2.5
Scholarship and savings	21	1.6	24	0.8	41	1.1	29	0.8	47	2.6
Savings and earnings	172	13.4	364	11.5	436	12.0	450	11.7	110	6.1
Scholarship and earnings	70	5.4	132	4.2	176	4.9	135	3.5	77	4.3
Scholarship, savings, and earnings	86	6.7	233	7.4	292	8.1	245	6.4	222	12.3
Other method ...	25	1.9	78	2.5	65	1.8	100	2.6	42	2.4
Ambiguous or no answer ...	406	31.5	1,261	39.9	1,506	41.6	1,744	45.3	869	48.3
Total	1,287	100.0	3,163	100.0	3,621	100.0	3,852	100.0	1,800	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 82.—Year of withdrawal from nursing school, by program and year of entrance: 1962 and 1965 samples*

Year of withdrawal	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
First year	461	71.3	1,296	76.1	906	63.6	977	70.4	707	52.0
Second year	162	25.0	372	21.9	371	26.1	326	23.5	427	31.4
Third year	2	0.3	5	0.3	119	8.4	60	4.3	160	11.8
Fourth year	—	—	—	—	—	—	—	—	35	2.6
Ambiguous or no response ...	22	3.4	29	1.7	28	2.0	24	1.7	31	2.3
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 83.—Return to nursing school of withdrawals, by original program and year of entrance: 1962 and 1965 samples*

Return to nursing school	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Reentered	129	19.9	225	13.2	327	23.0	314	22.6	242	17.8
Did not reenter..	477	73.7	1,406	82.6	1,044	73.3	1,031	74.3	1,063	78.2
Ambiguous or no response ...	41	6.3	71	4.2	53	3.7	42	3.0	55	4.0
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 84.—Types of nursing programs entered* after withdrawal, by original program and year of entrance: 1962 and 1965 samples**

Nursing program after withdrawal	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Practical nursing	32	4.9	103	6.1	122	8.6	125	9.0	39	2.9
Associate degree..	58	9.0	50	2.9	45	3.2	101	7.3	43	3.2
Diploma	28	4.3	48	2.8	135	9.5	42	3.0	137	10.1
Baccalaureate ...	7	1.1	24	1.4	20	1.4	43	3.1	18	1.3
Did not reenter, ambiguous, or no response ...	522	80.7	1,477	86.8	1,102	77.4	1,076	77.6	1,123	82.6
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*See p. 24 for explanation of those who reentered same type of program.

**Data for baccalaureate 1965 sample not yet available.

Table 85.—Outcome of withdrawals' subsequent enrollment in nursing schools, by original program and year of entrance: 1962 and 1965 samples*

Completion status	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Graduated	68	10.5	40	2.4	113	7.9	91	6.6	95	7.0
Still enrolled ...	60	9.3	150	8.8	166	11.7	156	11.2	96	7.1
Withdrew	13	2.0	26	1.5	34	2.4	41	3.0	46	3.4
Practical nurse**	2	0.3	—	—	12	0.8	3	0.2	3	0.2
Other, no response, or no reenrollment ..	504	77.9	1,486	87.3	1,099	77.2	1,096	79.0	1,120	82.4
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*Data for baccalaureate 1965 sample not yet available.

**Some participants appeared to have taken examination for LPN or LVN licensure without attending a practical nurse program.

Table 86.—Participants who withdrew and would like to return to nursing school, by program and year of entrance: 1962 and 1965 samples*

Desire for nursing school	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Would like to return	290	44.8	826	48.5	600	42.1	522	37.6	444	32.6
Undecided	16	2.5	55	3.2	22	1.5	53	3.8	28	2.1
Would not return	219	33.8	639	37.5	550	38.6	597	43.0	693	51.0
No response	122	18.9	182	10.7	252	17.7	215	15.5	195	14.3
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 87.—Reasons for not returning to nursing school given by participants who withdrew, by program and year of entrance: 1962 and 1965 samples*

Reason for not returning	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Scholastic	32	4.9	115	6.8	20	1.4	33	2.4	33	2.4
Financial	112	17.3	270	15.9	194	13.6	179	12.9	155	11.4
Marriage and home	107	16.5	265	15.6	295	20.7	222	16.0	194	14.3
Health	9	1.4	37	2.2	17	1.2	15	1.1	12	0.9
Personal	16	2.5	42	2.5	16	1.1	45	3.2	14	1.0
Location	3	0.5	10	0.6	5	0.4	6	0.4	10	0.7
Other reason	21	3.2	104	6.1	52	3.7	55	4.0	46	3.4
No reason, no response, or would not return	347	53.6	859	50.5	825	57.9	832	60.0	896	65.9
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 88.—Subsequent education of participants who withdrew from nursing school, by program and year of entrance: 1962 and 1965 samples*

Education after withdrawal	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Attended school..	248	38.3	685	40.2	460	32.3	469	33.8	797	58.6
No further education	351	54.2	929	54.6	864	60.7	826	59.6	471	34.6
Ambiguous	2	0.3	13	0.8	4	0.3	13	0.9	9	0.6
No response	46	7.1	75	4.4	96	6.7	79	5.7	83	6.1
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 89.—Major areas of study in subsequent education programs of participants who withdrew, by original program and year of entrance: 1962 and 1965 samples*

Major area	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Health related ...	42	6.5	113	6.6	86	6.0	94	6.8	114	8.4
Education	44	6.8	114	6.7	63	4.4	71	5.1	200	14.7
Liberal arts	53	8.2	174	10.2	76	5.3	85	6.1	176	12.9
Social sciences ...	31	4.8	78	4.6	37	2.6	35	2.5	133	9.8
Natural sciences..	12	1.9	34	2.0	23	1.6	14	1.0	37	2.7
Business or other	68	10.5	161	9.5	173	12.1	157	11.3	128	9.4
No response or no further education	397	61.4	1,028	60.4	966	67.8	931	67.1	572	42.1
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 90.—Current employment status of participants who withdrew, by program and year of entrance: 1962 and 1965 samples*

Current status	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Employed	361	55.8	1,039	61.0	740	52.0	821	59.2	715	52.6
Not employed ...	250	38.6	597	35.1	617	43.3	517	37.3	569	41.8
Military service..	3	0.5	8	0.5	4	0.3	9	0.6	3	0.2
Ambiguous	14	2.2	18	1.1	16	1.1	12	0.9	22	1.6
No response	19	2.9	40	2.4	47	3.3	28	2.0	51	3.7
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*Data for baccalaureate 1965 sample not yet available.

Table 91.—Types of employment of participants who withdrew, by program and year of entrance: 1962 and 1965 samples*

Type of employment	Associate degree				Diploma				Baccalaureate	
	1962		1965		1962		1965		1962	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Registered nurse..	37	5.7	1	0.1	11	0.8	1	0.1	53	3.9
LPN/LVN** ...	42	6.5	89	5.2	118	8.3	83	6.0	42	3.1
Nursing auxiliary	48	7.4	210	12.3	87	6.1	117	8.4	58	4.3
Nursing level unknown	16	2.5	12	0.7	24	1.7	11	0.8	15	1.1
Health technician	24	3.7	65	3.8	60	4.2	86	6.2	70	5.1
Medical clerical work	37	5.7	93	5.5	76	5.3	76	5.5	50	3.7
School teacher ..	8	1.2	13	0.8	8	0.6	4	0.3	97	7.1
Social welfare work	4	0.6	12	0.7	4	0.3	2	0.1	29	2.1
Business or other	161	24.9	556	32.7	369	25.9	450	32.4	325	23.9
Not working or no response ...	270	41.7	651	38.2	667	46.8	557	40.2	621	45.7
Total	647	100.0	1,702	100.0	1,424	100.0	1,387	100.0	1,360	100.0

*Data for baccalaureate 1965 sample not yet available.

**Some participants were LPN's or LVN's before entering RN program.

Table 92.—NLN Regions* of associate degree schools, by students' withdrawals and graduations: 1962 sample

Completion status	NLN Region I (N. Atlantic)		NLN Region II (Midwest)		NLN Region III (South)		NLN Region IV (West)		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	201	40.9	131	42.7	266	48.9	349	37.1	947	41.5
Graduated	291	59.1	176	57.3	278	51.1	591	62.9	1,336	58.5
Total	492	100.0	307	100.0	544	100.0	940	100.0	2,283	100.0

*For States included in the NLN Regions, see page xvii.

Table 93.—Age of associate degree respondents* at time of admission to program, by withdrawal and graduation: 1962 sample

Completion status	Age, in years									
	Under 20		20—24		25—34		35 and over		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	607	46.8	119	33.4	84	33.2	101	34.8	911	41.5
Graduated	690	53.2	237	66.6	169	66.8	189	61.2	1,285	58.5
Total	1,297	100.0	356	100.0	253	100.0	290	100.0	2,196	100.0

*Eighty-seven respondents did not give their age.

Table 94.—Marital status of women* at time of entrance to associate degree program, by withdrawal and graduation: 1962 sample

Completion status	Single		Married		Formerly married		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	693	44.3	152	32.8	46	35.4	891	41.2
Graduated	873	55.7	312	67.2	84	64.6	1,269	58.7
Total	1,566	100.0	464	100.0	130	100.0	2,160	100.0

*Excludes not only men but also those who did not respond to the above item.

Table 95.—High school academic standing of women* entering associate degree program, by withdrawal and graduation: 1962 sample

Completion status	Top fourth		Second fourth		Third fourth		Bottom fourth		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	268	31.9	367	44.3	164	53.8	17	54.8	816	40.7
Graduated	571	68.1	461	55.7	141	46.2	14	45.2	1,187	59.3
Total	839	100.0	828	100.0	305	100.0	31	100.0	2,003	100.0

*Excludes not only men but also those who did not respond to the above item.

Table 96.—Previous attendance in a nursing program by women,* by withdrawal and graduation from current associate degree program: 1962 sample

Completion status	No previous nursing school		Previously attended nursing school		Total	
	Number	Percent	Number	Percent	Number	Percent
Withdrew	773	42.8	124	33.1	897	41.1
Graduated	1,034	57.2	251	66.9	1,285	58.9
Total	1,807	100.0	375	100.0	2,182	100.0

*Excludes not only men but also those who did not respond to the above item.

Table 97.—Position in family, of women* in associate degree programs, by withdrawal and graduation: 1962 sample

Completion status	Only child		Oldest child		Youngest child		Mid-placement		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Withdrew	105	47.3	349	45.1	188	39.1	239	35.8	881	41.1
Graduated	117	52.7	424	54.9	293	60.9	429	64.2	1,263	58.9
Total	222	100.0	773	100.0	481	100.0	668	100.0	2,144	100.0

*Excludes not only men but also those who did not respond to the above item.

Table 98.—Future nursing education planned by women* in associate degree programs, by withdrawal and graduation: 1962 sample

Completion status	Plan future education		Undecided about future education		Do not plan future education		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Withdrew	391	37.5	281	42.0	179	49.2	851	41.0
Graduated	652	62.5	388	58.0	185	50.8	1,225	59.0
Total	1,043	100.0	669	100.0	364	100.0	2,076	100.0

*Excludes not only men but also those who did not respond to the above item.

Table 100.—Marital status at time of entrance to associate degree programs, of women* who withdrew before graduation, by students' and directors' reasons for withdrawal: 1962 sample

Reason given by student and by director	Single		Married		Formerly married		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Scholastic:								
Student	162	34.7	7	8.0	4	17.4	173	30.0
Director	366	56.7	37	27.2	21	48.8	424	51.4
No longer interested in nursing:								
Student	94	20.1	9	10.3	0	0.0	103	17.9
Director	94	14.6	6	4.4	2	4.7	102	12.4
Unsuited for nursing:								
Student	36	7.7	5	5.7	2	8.7	43	7.5
Director	30	4.6	10	7.4	5	11.6	45	5.5
Marriage:								
Student	64	13.7	0	0.0	0	0.0	64	11.1
Director	47	7.3	3	2.2	0	0.0	50	6.1
Pregnancy:								
Student	16	3.4	15	17.2	1	4.3	32	5.5
Director	20	3.1	13	9.6	0	0.0	33	4.0
Personal/family problems:								
Student	37	7.9	30	34.5	6	26.1	73	12.7
Director	33	5.1	40	29.4	4	9.3	77	9.3
Financial:								
Student	26	5.6	7	8.0	4	17.4	37	6.4
Director	8	1.2	3	2.2	3	7.0	14	1.7
To enter other nursing program:								
Student	11	2.4	1	1.1	1	4.3	13	2.3
Director	22	3.4	0	0.0	1	2.3	23	2.8
Health:								
Student	21	4.5	13	14.9	5	21.7	39	6.8
Director	26	4.0	24	17.6	7	16.3	57	6.9
Total:								
Student	467	100.0	87	100.0	23	100.0	577	100.0
Director	646	100.0	136	100.0	43	100.0	825	100.0

*Excludes not only men but also those who gave other or no response to either or both variables.

Table 101.—Age at entrance to associate degree programs, of women* who withdrew before graduation, by students' and directors' reasons for withdrawal: 1962 sample

Reason given by student and by director	Age, in years									
	Under 20		20-24		25-34		35 and over		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Scholastic:										
Student	141	34.1	15	24.6	5	13.5	7	13.5	168	29.8
Director	319	56.5	42	45.7	19	32.2	30	34.9	410	51.1
No longer interested in nursing:										
Student	86	20.8	7	11.5	5	13.5	3	5.8	101	17.9
Director	89	15.8	7	7.6	4	6.8	1	1.2	101	12.6
Unsuited for nursing:										
Student	32	7.7	5	8.2	2	5.4	5	9.6	44	7.8
Director	21	3.7	11	12.0	2	3.4	10	11.6	44	5.5
Marriage:										
Student	56	13.6	8	13.1	0	0.0	0	0.0	64	11.4
Director	40	7.1	6	6.5	0	0.0	2	2.3	48	6.0
Pregnancy:										
Student	17	4.1	8	13.1	4	10.8	1	1.9	30	5.3
Director	22	3.9	7	7.6	2	3.4	0	0.0	31	3.9
Personal/family problems:										
Student	38	9.2	6	9.8	9	24.3	17	32.7	70	12.4
Director	25	4.4	10	10.9	20	33.9	20	23.3	75	9.4
Financial:										
Student	17	4.1	6	9.8	5	13.5	6	11.5	34	6.0
Director	7	1.2	2	2.2	3	5.1	2	2.3	14	1.7
To enter other nursing program:										
Student	10	2.4	1	1.6	1	2.7	1	1.9	13	2.3
Director	16	2.8	4	4.3	0	0.0	2	2.3	22	2.7
Health:										
Student	16	3.9	5	8.2	6	16.2	12	23.1	39	6.9
Director	26	4.6	3	3.3	9	15.3	19	22.1	57	7.1
Total:										
Student	413	100.0	61	100.0	37	100.0	52	100.0	563	100.0
Director	565	100.0	92	100.0	59	100.0	86	100.0	802	100.0

*Excludes not only men but also those who gave other or no response to either or both variables.

Table 102.—Diploma students' withdrawals and graduations, by financial support of school: 1962 sample

Support of school	Withdrew		Graduated		Total	
	Number	Percent	Number	Percent	Number	Percent
Public	285	41.9	395	58.1	680	100.0
Private	1,482	31.0	3,294	69.0	4,776	100.0
Total	1,767	32.4	3,689	67.6	5,456	100.0

Table 103.—Diploma students' withdrawals and graduations, by NLN Region: * 1962 sample

NLN Region	Withdrew		Graduated		Total	
	Number	Percent	Number	Percent	Number	Percent
Region I (N. Atlantic) ..	599	29.5	1,433	70.5	2,032	100.0
Region II (Midwest)	546	28.8	1,350	71.2	1,896	100.0
Region III (South)	459	39.8	695	60.2	1,154	100.0
Region IV (West)	163	43.6	211	56.4	374	100.0
Total	1,767	32.4	3,689	67.6	5,456	100.0

*For States in these Regions, see page xvii.

Table 104.—Place of birth versus location of high schools, of women* in diploma schools, by withdrawal and graduation: 1962 sample

Completion status	Same State		Same NLN Region		Different NLN Region		U.S.-born; high school foreign		Foreign-born; high school in U.S.		Both not U.S.		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Withdrawn	1,254	30.8	114	34.7	280	36.6	6	33.3	19	31.1	56	46.3	1,729	32.2
Graduated	2,816	69.2	215	65.3	486	63.4	12	66.7	42	68.9	65	53.7	3,636	67.8
Total	4,070	100.0	329	100.0	766	100.0	18	100.0	61	100.0	121	100.0	5,365	100.0

*Excludes not only men but also those who did not respond to above items.

Table 105.—High school academic standing of women* entering diploma programs, by withdrawal and graduation: 1962 sample

Completion status	Top fourth		Second fourth		Third fourth		Bottom fourth		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	651	25.4	768	36.8	213	44.3	21	55.3	1,653	32.0
Graduated	1,913	74.6	1,317	63.2	268	55.7	17	44.7	3,515	68.0
Total	2,564	100.0	2,085	100.0	481	100.0	38	100.0	5,168	100.0

*Excludes not only men but also those who did not respond to above item.

Table 106.—Ethnic groups of women* entering diploma programs, by withdrawal and graduation: 1962 sample

Completion status	White		Negro		Other		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	1,636	31.7	61	40.9	41	52.6	1,738	32.3
Graduated	3,524	68.3	88	59.1	37	47.4	3,649	67.7
Total	5,160	100.0	149	100.0	78	100.0	5,387	100.0

*Excludes not only men but also those who did not respond to above item.

Table 107.—Directors' reasons for diploma students' withdrawal, by NLN Region: 1962 sample*

Director's reason	NLN Region I (N. Atlantic)		NLN Region II (Midwest)		NLN Region III (South)		NLN Region IV (West)		All NLN Regions	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Scholastic	222	37.1	208	38.2	188	41.0	76	46.6	694	39.3
No longer interested in nursing	143	23.9	97	17.8	66	14.4	12	7.4	318	18.0
Unsuited for nursing	36	6.0	37	6.8	32	7.0	9	5.5	114	6.5
Marriage	92	15.4	87	16.0	86	18.7	32	19.6	297	16.8
Pregnancy	25	4.2	16	2.9	13	2.8	1	0.6	55	3.1
Personal/family problems	26	4.3	31	5.7	28	6.1	16	9.8	101	5.7
Financial	4	0.7	0	0.0	4	0.9	2	1.2	10	0.6
To enter other nursing program	1	0.2	5	0.9	9	2.0	3	1.8	18	1.0
Health	34	5.7	39	7.2	16	3.5	7	4.3	96	5.4
Other response	15	2.5	25	4.6	17	3.7	5	3.1	62	3.5
Total	598	100.0	545	100.0	459	100.0	163	100.0	1,765	100.0

*Excludes all who graduated and two deceased.

Table 108.—Directors' reasons for diploma students' withdrawal, by NLN accreditation status of school: 1962 sample*

Director's reason	Not accredited		Accredited		Total	
	Number	Percent	Number	Percent	Number	Percent
Scholastic	179	42.1	515	38.4	694	39.3
No longer interested						
in nursing	55	12.9	263	19.6	318	18.0
Unsuited for nursing	42	9.9	72	5.4	114	6.5
Marriage	75	17.6	222	16.6	297	16.8
Pregnancy	14	3.3	41	3.1	55	3.1
Personal/family problems ..	20	4.7	81	6.0	101	5.7
Financial	4	0.9	6	0.4	10	0.6
To enter other nursing						
program	7	1.6	11	0.8	18	1.0
Health	13	3.1	83	6.2	96	5.4
Other response	16	3.8	46	3.4	62	3.5
Total	425	100.0	1,340	100.0	1,765	100.0

*Excludes all who graduated and two deceased.

Table 109.—Directors' reasons for diploma students' withdrawal, by schools' participation in the Nurse Training Act:* 1962 sample**

Director's reason	Participant NTA		Non-participant		Total	
	Number	Percent	Number	Percent	Number	Percent
Scholastic	418	40.0	276	38.4	694	39.3
No longer interested						
in nursing	206	19.7	112	15.6	318	18.0
Unsuited for nursing	57	5.4	57	7.8	114	6.5
Marriage	162	15.5	135	18.8	297	16.8
Pregnancy	27	2.6	28	3.9	55	3.1
Personal/family problems ..	64	6.1	37	5.1	101	5.7
Financial	2	0.2	8	1.1	10	0.6
To enter other nursing						
program	6	0.6	12	1.7	18	1.0
Health	64	6.1	32	4.5	96	5.4
Other response	40	3.8	22	3.1	62	3.5
Total	1,046	100.0	719	100.0	1,765	100.0

*The Nurse Training Act was enacted into law in September 1964, 2 years after the 1962 sample schools were drawn. For this report, "NTA participants" are those schools listed as participating in the Loan Program of the Act (NTA) in the fall of 1965.

**Excludes all who graduated and two deceased.

Table 111.—Directors' and students' reasons for withdrawal, by year of withdrawal from diploma program: 1962 sample*

Reason	Year of program							
	First year		Second year		Third year		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Director's reason:								
Scholastic	435	48.4	97	26.2	16	13.4	548	39.5
No longer interested in nursing	203	22.6	51	13.8	5	4.2	259	18.7
Unsuited for nursing	36	4.0	44	11.9	13	10.9	93	6.7
Marriage	100	11.1	109	29.5	31	26.1	240	17.3
Pregnancy	7	0.8	14	3.8	23	19.3	44	3.2
Personal/family problems	39	4.3	28	7.6	9	7.6	76	5.5
Financial	6	0.7	2	0.5	0	0.0	8	0.6
To enter other nursing program..	5	0.6	3	0.8	0	0.0	8	0.6
Health	49	5.5	15	4.1	12	10.1	76	5.5
Other	19	2.1	7	1.9	10	8.4	36	2.6
Total	899	100.0	370	100.0	119	100.0	1,388	100.0
Student's reason:								
Scholastic	314	34.9	60	16.3	13	10.9	387	27.9
No longer interested in nursing	173	19.2	37	10.1	2	1.7	212	15.3
Unsuited for nursing	54	6.0	30	8.2	5	4.2	89	6.4
Marriage	108	12.0	118	32.1	37	31.1	263	19.0
Pregnancy	16	1.8	20	5.4	21	17.6	57	4.1
Personal/family problems	90	10.0	42	11.4	23	19.3	155	11.2
Financial	21	2.3	4	1.1	1	0.8	26	1.9
To enter other nursing program..	16	1.8	6	1.6	0	0.0	22	1.6
Health	52	5.8	22	6.0	8	6.7	82	5.9
Other	55	6.1	29	7.9	9	7.6	93	6.7
Total	899	100.0	368	100.0	119	100.0	1,386	100.0

*Excludes all who graduated and withdrawals who did not respond.

Table 112.—Directors' and students' reasons for withdrawal, by high school academic standing of students who withdrew from diploma programs: 1962 sample*

Reason	Academic standing									
	Top fourth		Second fourth		Third fourth		Bottom fourth		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Director's reason:										
Scholastic	182	27.7	349	44.7	115	53.0	10	45.5	656	39.1
No longer interested in nursing ..	149	22.6	116	14.9	35	16.1	0	0.0	300	17.9
Unsuited for nursing	37	5.6	52	6.7	19	8.8	2	9.1	110	6.6
Marriage	135	20.5	121	15.5	22	10.1	8	36.4	286	17.0
Pregnancy	29	4.4	23	2.9	3	1.4	0	0.0	55	3.3
Personal/family problems	44	6.7	43	5.5	8	3.7	2	9.1	97	5.8
Financial	3	0.5	3	0.4	3	1.4	0	0.0	9	0.5
To enter other nursing program	7	1.1	6	0.8	3	1.4	0	0.0	16	1.0
Health	41	6.2	42	5.4	6	2.8	0	0.0	89	5.3
Other	31	4.7	26	3.3	3	1.4	0	0.0	60	3.6
Total	658	100.0	781	100.0	217	100.0	22	100.0	1,678	100.0
Student's reason:										
Scholastic	95	17.8	201	33.0	64	37.4	8	42.1	368	27.6
No longer interested in nursing ..	93	17.4	92	15.1	17	9.9	1	5.3	203	15.2
Unsuited for nursing	30	5.6	38	6.2	19	11.1	0	0.0	87	6.5
Marriage	131	24.5	98	16.1	22	12.9	4	21.1	255	19.1
Pregnancy	29	5.4	24	3.9	3	1.8	1	5.3	57	4.3
Personal/family problems	60	11.2	69	11.3	21	12.3	3	15.8	153	11.5
Financial	9	1.7	9	1.5	4	2.3	2	10.5	24	1.8
To enter other nursing program	10	1.9	10	1.6	1	0.6	0	0.0	21	1.6
Health	36	6.7	30	4.9	10	5.8	0	0.0	76	5.7
Other	41	7.7	38	6.2	10	5.8	0	0.0	89	6.7
Total	534	100.0	609	100.0	171	100.0	19	100.0	1,333	100.0

* Excludes all who graduated, withdrawals who did not respond, and those whose academic standing was unknown.

Table 113.—Directors' and students' reasons for withdrawal, by age at time of entrance of students who withdrew from diploma programs: 1962 sample*

Reason	Age, in years								Total	
	Under 20		20—24		25—34		35—44			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Director's reason:										
Scholastic	625	40.3	34	29.8	6	27.3	2	22.2	1	50.0
No longer interested in nursing	284	18.3	20	17.5	3	13.6	1	11.1	0	0.0
Unsuited for nursing	94	6.1	10	8.8	1	4.5	2	22.2	0	0.0
Marriage	261	16.8	22	19.3	2	9.1	1	11.1	0	0.0
Pregnancy	49	3.2	3	2.6	0	0.0	0	0.0	0	0.0
Personal/family problems	85	5.5	7	6.1	3	13.6	2	22.2	1	50.0
Financial	6	0.4	2	1.8	2	9.1	0	0.0	0	0.0
To enter other nursing program	16	1.0	2	1.8	0	0.0	0	0.0	0	0.0
Health	77	5.0	12	10.5	3	13.6	0	0.0	0	0.0
Other	55	3.5	2	1.8	2	9.1	1	11.1	0	0.0
Total	1,552	100.0	114	100.0	22	100.0	9	100.0	2	100.0
Student's reason:										
Scholastic	360	28.8	14	20.6	1	6.7	0	0.0	1	50.0
No longer interested in nursing	199	15.9	5	7.4	2	13.3	0	0.0	0	0.0
Unsuited for nursing	82	6.6	3	4.4	0	0.0	0	0.0	0	0.0
Marriage	237	19.0	14	20.6	2	13.3	0	0.0	0	0.0
Pregnancy	49	3.9	3	4.4	0	0.0	0	0.0	0	0.0
Personal/family problems	137	11.0	11	16.2	3	20.0	1	20.0	0	0.0
Financial	20	1.6	4	5.9	2	13.3	0	0.0	0	0.0
To enter other nursing program	19	1.5	1	1.5	0	0.0	2	40.0	0	0.0
Health	68	5.4	7	10.3	3	20.0	2	40.0	0	0.0
Other	79	6.3	6	8.8	2	13.3	0	0.0	1	50.0
Total	1,250	100.0	68	100.0	15	100.0	5	100.0	2	100.0

*Excludes all who graduated, withdrawals who did not respond, and those whose age was unknown.

Table 114.—Directors' reasons for withdrawal from diploma programs of women students,* by marital status at time of entrance: 1962 sample

Director's reason	Single		Married		Formerly married		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Scholastic	675	39.9	1	4.5	2	25.0	678	39.4
No longer interested in nursing	311	18.4	2	9.1	0	0.0	313	18.2
Unsuited for nursing	111	6.6	1	4.5	1	12.5	113	6.6
Marriage	288	17.0	1	4.5	3	37.5	292	17.0
Pregnancy	51	3.0	2	9.1	0	0.0	53	3.1
Personal/family problems	90	5.3	7	31.8	1	12.5	98	5.7
Financial	6	0.4	1	4.5	1	12.5	8	0.5
To enter other nursing program	17	1.0	0	0.0	0	0.0	17	1.0
Health	86	5.1	4	18.2	0	0.0	90	5.2
Other	56	3.3	3	13.6	0	0.0	59	3.4
Total	1,691	100.0	22	100.0	8	100.0	1,721	100.0

*Excludes all who graduated, men, and those whose marital status was unknown.

Table 115.—Directors' reasons for students' withdrawal from diploma programs, by ethnic group: 1962 sample*

Director's reason	White		Negro		Other		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Scholastic	621	37.4	43	67.2	29	70.7	693	39.3
No longer interested in nursing	313	18.9	2	3.1	3	7.3	318	18.0
Unsuited for nursing	109	6.6	3	4.7	2	4.9	114	6.5
Marriage	290	17.5	3	4.7	4	9.8	297	16.8
Pregnancy	53	3.2	2	3.1	0	0.0	55	3.1
Personal/family problems	93	5.6	5	7.8	3	7.3	101	5.7
Financial	7	0.4	3	4.7	0	0.0	10	0.6
To enter other nursing program	18	1.1	0	0.0	0	0.0	18	1.0
Health	93	5.6	3	4.7	0	0.0	96	5.4
Other	62	3.7	0	0.0	0	0.0	62	3.5
Total	1,659	100.0	64	100.0	41	100.0	1,764	100.0

*Excludes all who graduated and those whose ethnic group was unknown.

Table 116.—Baccalaureate students' withdrawals and graduations, by financial support of school: 1962 sample

Completion status	Public		Private		Total	
	Number	Percent	Number	Percent	Number	Percent
Withdrew	1,426	57.1	406	33.7	1,832	49.5
Graduated	1,071	42.9	797	66.3	1,868	50.5
Total	2,497	100.0	1,203	100.0	3,700	100.0

Table 117.—Baccalaureate students' withdrawals and graduations, by school's participation in the Nurse Training Act:* 1962 sample

Completion status	Participant		Non-participant		Total	
	Number	Percent	Number	Percent	Number	Percent
Withdrew	1,503	48.0	329	57.8	1,832	49.5
Graduated	1,628	52.0	240	42.2	1,868	50.5
Total	3,131	100.0	569	100.0	3,700	100.0

*The Nurse Training Act was enacted into law in September 1964, 2 years after the 1962 sample schools were drawn. For this report, "NTA participants" are those schools listed as participating in the Loan Program of the Act (NTA) in the fall of 1965.

Table 118.—Baccalaureate students' withdrawals and graduations, by NLN Region:* 1962 sample

Completion status	NLN Region I (N. Atlantic)		NLN Region II (Midwest)		NLN Region III (South)		NLN Region IV (West)		All NLN Regions	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	281	38.8	393	40.9	585	57.8	573	57.1	1,832	49.5
Graduated	443	61.2	569	59.1	427	42.2	429	42.9	1,868	50.5
Total	724	100.0	962	100.0	1,012	100.0	1,002	100.0	3,700	100.0

*For States in these regions, see page xvii.

Table 119.—Marital status at time of entrance to baccalaureate program, by withdrawal and graduation: 1962 sample*

Completion status	Single		Married		Formerly married		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	1,752	49.2	43	64.2	22	75.9	1,817	49.6
Graduated	1,812	50.8	24	35.8	7	24.1	1,843	50.4
Total	3,564	100.0	67	100.0	29	100.0	3,660	100.0

*Excludes those whose marital status was unknown.

Table 120.—Age at entrance, of women* in baccalaureate programs, by withdrawal and graduation: 1962 sample

Completion status	Under 20		20-24		25-34		35-44		45 and over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Withdrawn	1,611	50.2	112	36.0	23	65.7	10	71.4	3	75.0	1,759	49.2
Graduated	1,597	49.8	199	64.0	12	34.3	4	28.6	1	25.0	1,813	50.8
Total	3,208	100.0	311	100.0	35	100.0	14	100.0	4	100.0	3,572	100.0

*Excludes not only men but also those who did not give age.

Table 121.—Place of birth versus location of high schools, of women* in baccalaureate schools, by withdrawal and graduation: 1962 sample

Completion status	Same State		Same NLN Region		Different NLN Region		U.S.-born; high school foreign		Foreign-born; high school in U.S.		Both not U.S.		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Withdrawn	1,143	46.6	139	51.7	450	56.1	10	47.6	50	65.8	18	40.0	1,810	49.4
Graduated	1,308	53.4	130	48.3	352	43.9	11	52.4	26	34.2	27	60.0	1,854	50.6
Total	2,451	100.0	269	100.0	802	100.0	21	100.0	76	100.0	45	100.0	3,664	100.0

*Excludes not only men but also those who did not respond to above items.

Table 122.—Fathers' occupations, as reported by women* in baccalaureate schools, by withdrawal and graduation: 1962 sample

Completion status	Medical and health		Clergy, service		Professional, business, clerical		Skilled, semi- and unskilled		Farmer and outdoor		Military		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Withdrawn	99	42.7	115	44.2	746	47.2	475	54.1	146	44.2	82	64.1	1,663	48.8
Graduated	133	57.3	145	55.8	833	52.8	403	45.9	184	55.8	46	35.9	1,744	51.2
Total	232	100.0	260	100.0	1,579	100.0	878	100.0	330	100.0	128	100.0	3,407	100.0

*Excludes not only men but also those who did not respond to above item.

Table 123.—High school academic standing of women* entering baccalaureate program, by withdrawal and graduation: 1962 sample

Completion status	Top fourth		Second fourth		Third fourth		Bottom fourth		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	880	38.9	671	64.1	160	70.5	23	92.0	1,734	48.7
Graduated	1,382	61.1	376	35.9	67	29.5	2	8.0	1,827	51.3
Total	2,262	100.0	1,047	100.0	227	100.0	25	100.0	3,561	100.0

*Excludes not only men but also those who did not respond to above item.

Table 124.—Ethnic groups of women* baccalaureate students, by withdrawal and graduation: 1962 sample

Completion status	White		Negro		Other		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Withdrew	1,699	48.6	106	70.2	15	41.7	1,820	49.4
Graduated	1,796	51.4	45	29.8	21	58.3	1,862	50.6
Total	3,495	100.0	151	100.0	36	100.0	3,682	100.0

*Excludes not only men but also those who did not respond to above item.

Table 125.—Reasons for choice of nursing by women* baccalaureate students, by withdrawal and graduation: 1962 sample

Reason	Withdrew		Graduated		Total	
	Number	Percent	Number	Percent	Number	Percent
Attributes of nursing profession:						
Mentioned	500	43.9	638	56.1	1,138	100.0
Not mentioned	1,321	51.9	1,225	48.1	2,546	100.0
Total	1,821	49.4	1,863	50.6	3,684	100.0
Intellectual aspects of nursing:						
Mentioned	326	43.4	425	56.6	751	100.0
Not mentioned	1,495	51.0	1,438	49.0	2,933	100.0
Total	1,821	49.4	1,863	50.6	3,684	100.0
Expression of commitment:						
Mentioned	143	40.1	214	59.9	357	100.0
Not mentioned	1,678	50.4	1,649	49.6	3,327	100.0
Total	1,821	49.4	1,863	50.6	3,684	100.0

*Excludes not only men but also those who gave no reason.

Table 126.—First reasons mentioned by women* for choice of baccalaureate program, by withdrawal and graduation: 1962 sample

Reason	Withdrew		Graduated		Total	
	Number	Percent	Number	Percent	Number	Percent
Prefer college and nursing	590	43.3	773	56.7	1,363	100.0
Better nursing education..	164	43.5	213	56.5	377	100.0
Better future career	543	52.6	489	47.4	1,032	100.0
Want public health	14	58.3	10	41.7	24	100.0
Good nursing program ...	173	59.9	116	40.1	289	100.0
Length/quality	20	51.3	19	48.7	39	100.0
Aspects of college life ...	107	45.7	127	54.3	234	100.0
Entrance qualifications ...	4	57.1	3	42.9	7	100.0
Earnings as RN better ...	26	54.2	22	45.8	48	100.0
Financial	9	64.3	5	35.7	14	100.0
Personal	24	48.0	26	52.0	50	100.0
Location	10	50.0	10	50.0	20	100.0
Total	1,684	48.2	1,813	51.8	3,497	100.0

*Excludes not only men but also those who gave no response or an uncoded response.

Table 127.—First reasons mentioned by women* for choice of a particular baccalaureate school, by withdrawal and graduation: 1962 sample

Reason	Withdrew		Graduated		Total	
	Number	Percent	Number	Percent	Number	Percent
Convenient location	576	52.7	518	47.3	1,094	100.0
Specific location	56	47.1	63	52.9	119	100.0
Already enrolled in school	16	38.1	26	61.9	42	100.0
General personal	125	48.1	135	51.9	260	100.0
Religious affiliation	67	31.2	148	68.8	215	100.0
Financial	104	47.9	113	52.1	217	100.0
Good school	704	51.1	673	48.9	1,377	100.0
Accredited school	38	41.3	54	58.7	92	100.0
Only known school	38	45.2	46	54.8	84	100.0
Clinical affiliation	16	44.4	20	55.6	36	100.0
General aspects of college	33	44.6	41	55.4	74	100.0
Other**	12	50.0	12	50.0	24	100.0
Total	1,785	49.1	1,849	50.9	3,634	100.0

*Excludes not only men but also those who gave no response or a response not coded.

**Includes "length or quality of curriculum," "tried another school," and "entrance qualifications."

Table 128.—Directors' reasons for baccalaureate students' withdrawal, by financial support of school: 1962 sample*

Director's reason	Public		Private		Total	
	Number	Percent	Number	Percent	Number	Percent
Scholastic	315	22.1	112	27.7	427	23.4
No longer interested						
in nursing	346	24.3	125	30.9	471	25.8
Unsuited for nursing	28	2.0	14	3.5	42	2.3
Marriage	97	6.8	36	8.9	133	7.3
Pregnancy	12	0.8	5	1.2	17	0.9
Personal/family problems	61	4.3	11	2.7	72	3.9
Financial	21	1.5	7	1.7	28	1.5
To enter other nursing						
program	47	3.3	24	5.9	71	3.9
Health	38	2.7	14	3.5	52	2.8
Other and no response ...	458	32.2	57	14.1	515	28.2
Total	1,423	100.0	405	100.0	1,828	100.0

*Excludes all who graduated and four deceased.

Table 130.—Directors' and students' reasons for withdrawal, by year of withdrawal from baccalaureate program: 1962 sample*

Reason	Year of program									
	First year		Second year		Third year		Fourth year		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Director's reason:										
Scholastic	180	25.5	98	23.0	24	15.0	8	22.9	310	23.3
No longer interested in nursing ..	190	26.9	125	29.3	34	21.2	3	8.6	352	26.5
Unsuited for nursing	9	1.3	7	1.6	14	8.7	3	8.6	33	2.5
Marriage	28	4.0	37	8.7	22	13.7	10	28.6	97	7.3
Pregnancy	1	0.1	4	0.9	7	4.4	1	2.9	13	1.0
Personal/family problems ...	22	3.1	12	2.8	10	6.2	2	5.7	46	3.5
Financial	12	1.7	8	1.9	2	1.2	1	2.9	23	1.7
To enter other nursing program ...	22	3.1	18	4.2	8	5.0	1	2.9	49	3.7
Health	15	2.1	7	1.6	8	5.0	3	8.6	33	2.5
Other	228	32.2	111	26.0	31	19.4	3	8.6	373	28.1
Total	707	100.0	427	100.0	160	100.0	35	100.0	1,329	100.0
Student's reason:										
Scholastic	173	24.6	78	18.3	23	14.4	7	20.0	281	21.2
No longer interested in nursing ..	237	33.8	144	33.7	41	25.6	6	17.1	428	32.3
Unsuited for nursing	8	1.1	15	3.5	10	6.2	5	14.3	38	2.9
Marriage	86	12.3	73	17.1	37	23.1	6	17.1	202	15.3
Pregnancy	5	0.7	8	1.9	6	3.7	4	11.4	23	1.7
Personal/family problems ...	52	7.4	27	6.3	13	8.1	2	5.7	94	7.1
Financial	36	5.1	28	6.6	1	0.6	1	2.9	66	5.0
To enter other nursing program ...	47	6.7	22	5.2	5	3.1	1	2.9	75	5.7
Health	18	2.6	11	2.6	8	5.0	1	2.9	38	2.9
Other	40	5.7	21	4.9	16	10.0	2	5.7	79	6.0
Total	702	100.0	427	100.0	160	100.0	35	100.0	1,324	100.0

*Excludes all who graduated and withdrawals who did not respond.

Table 131.—Directors' and students' reasons for withdrawal, by high school academic standing of students who withdrew from baccalaureate program: 1962 sample*

Reason	Academic standing									
	Top fourth		Second fourth		Third fourth		Bottom fourth		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Director's reason:										
Scholastic	148	16.8	179	26.5	55	34.2	9	37.5	391	22.5
No longer interested in nursing ...	248	28.2	167	24.7	34	21.1	4	16.7	453	26.0
Unsuited for nursing	19	2.2	15	2.2	5	3.1	1	4.2	40	2.3
Marriage	82	9.3	42	6.2	6	3.7	1	4.2	131	7.5
Pregnancy	11	1.2	5	0.7	0	0.0	0	0.0	16	0.9
Personal/family problems	30	3.4	30	4.4	8	5.0	2	8.3	70	4.0
Financial	15	1.7	11	1.6	2	1.2	0	0.0	28	1.6
To enter other nursing program	39	4.4	26	3.9	5	3.1	0	0.0	70	4.0
Health	32	3.6	11	1.6	4	2.5	2	8.3	49	2.8
Other	256	29.1	189	28.0	42	26.1	5	20.8	492	28.3
Total	880	100.0	675	100.0	161	100.0	24	100.0	1,740	100.0
Student's reason:										
Scholastic	94	14.5	136	27.1	27	25.7	6	33.3	263	20.7
No longer interested in nursing ..	237	36.6	147	29.3	31	29.5	3	16.7	418	32.9
Unsuited for nursing	20	3.1	9	1.8	6	5.7	0	0.0	35	2.8
Marriage	108	16.7	73	14.6	13	12.4	2	11.1	196	15.4
Pregnancy	18	2.8	4	0.8	0	0.0	0	0.0	22	1.7
Personal/family problems	43	6.6	38	7.6	6	5.7	3	16.7	90	7.1
Financial	27	4.2	26	5.2	6	5.7	3	16.7	62	4.9
To enter other nursing program	40	6.2	28	5.6	6	5.7	0	0.0	74	5.8
Health	13	2.0	19	3.8	5	4.8	0	0.0	37	2.9
Other	47	7.3	21	4.2	5	4.8	1	5.6	74	5.8
Total	647	100.0	501	100.0	105	100.0	18	100.0	1,271	100.0

*Excludes all who graduated, withdrawals who did not respond, and those whose academic standing was unknown.

Table 133.—Reasons given by directors and women students for withdrawal from baccalaureate programs, by marital status at entrance: 1962 sample*

Reason	Marital status							
	Single		Married		Formerly married		Total	
	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent	Num- ber	Per- cent
Director's reason:								
Scholastic	405	23.3	9	22.5	3	14.3	417	23.1
No longer interested								
in nursing	458	26.3	3	7.5	2	9.5	463	25.7
Unsuited for nursing ..	39	2.2	1	2.5	1	4.8	41	2.3
Marriage	125	7.2	4	10.0	0	0.0	129	7.2
Pregnancy	13	0.7	4	10.0	0	0.0	17	0.9
Personal/family								
problems	64	3.7	3	7.5	3	14.3	70	3.9
Financial	25	1.4	2	5.0	1	4.8	28	1.6
To enter other								
nursing program ..	68	3.9	2	5.0	1	4.8	71	3.9
Health	48	2.8	2	5.0	1	4.8	51	2.8
Other	496	28.5	10	25.0	9	42.9	515	28.6
Total	1,741	100.0	40	100.0	21	100.0	1,802	100.0
Student's reason:								
Scholastic	272	21.2	5	20.8	1	14.3	278	21.1
No longer interested								
in nursing	426	33.2	2	8.3	2	28.6	430	32.7
Unsuited for nursing ..	38	3.0	0	0.0	0	0.0	38	2.9
Marriage	199	15.5	1	4.2	1	14.3	201	15.3
Pregnancy	18	1.4	5	20.8	0	0.0	23	1.7
Personal/family								
problems	86	6.7	6	25.0	0	0.0	92	7.0
Financial	62	4.8	1	4.2	1	14.3	64	4.9
To enter other								
nursing program ..	73	5.7	2	8.3	1	14.3	76	5.8
Health	37	2.9	0	0.0	1	14.3	38	2.9
Other	74	5.8	2	8.3	0	0.0	76	5.8
Total	1,285	100.0	24	100.0	7	100.0	1,316	100.0

*Excludes all who graduated, men, and those whose marital status was unknown.

Table 134.—Directors' reasons for baccalaureate students' withdrawal, by ethnic group: 1962 sample*

Director's reason	White		Negro		Other		Total	
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent
Scholastic	349	20.5	69	63.9	9	64.3	427	23.4
No longer interested								
in nursing	465	27.3	6	5.6	0	0.0	471	25.8
Unsuited for nursing ..	37	2.2	4	3.7	1	7.1	42	2.3
Marriage	128	7.5	4	3.7	0	0.0	132	7.2
Pregnancy	15	0.9	2	1.9	0	0.0	17	0.9
Personal/family								
problems	68	4.0	4	3.7	0	0.0	72	3.9
Financial	26	1.5	2	1.9	0	0.0	28	1.5
To enter other nursing								
program	70	4.1	1	0.9	0	0.0	71	3.9
Health	50	2.9	2	1.9	0	0.0	52	2.8
Other	497	29.1	14	13.0	4	28.6	515	28.2
Total	1,705	100.0	108	100.0	14	100.0	1,827	100.0

*Excludes all who graduated and those whose ethnic group was unknown.

Table 135.—Directors' reasons for students' withdrawal from baccalaureate programs, by social index* of parents: 1962 sample**

Reason	Father's classification					
	One	Two	Three	Four	Five	Total
	Number	Percent	Number	Percent	Number	Percent
Director's reason:						
Scholastic	31	19.3	92	19.7	49	34.0
No longer interested in nursing	54	33.5	131	28.1	28	19.4
Unsuited for nursing	3	1.9	14	3.0	3	2.1
Marriage	11	6.8	38	8.2	5	3.5
Pregnancy	2	1.2	3	0.6	2	1.4
Personal/family problems	6	3.7	15	3.2	14	9.7
Financial	1	0.6	6	1.3	4	2.8
To enter other nursing program	14	8.7	22	4.7	1	0.7
Health	4	2.5	15	3.2	4	2.8
Other	35	21.7	130	27.9	34	23.6
Total	161	100.0	466	100.0	144	100.0
Director's reason:						
Scholastic	1	33.3	28	19.2	40	44.9
No longer interested in nursing	1	33.3	36	24.7	13	14.6
Unsuited for nursing	0	0.0	3	2.1	0	0.0
Marriage	0	0.0	6	4.1	1	1.1
Pregnancy	0	0.0	2	1.4	1	1.1
Personal/family problems	0	0.0	5	3.4	5	5.6
Financial	0	0.0	2	0.9	2	2.2
To enter other nursing program	0	0.0	4	2.7	0	0.0
Health	0	0.0	4	2.7	1	1.1
Other	1	33.3	57	39.0	26	29.2
Total	3	100.0	146	100.0	89	100.0

*Composite of years of education and title of occupation. Class One includes persons with lengthy educational preparation and in occupations assumed to be most complex. Class Five includes those with minimal education and in the least complex occupations.

**Excludes all who graduated and whose parents' classification was unknown.

Appendix B
Methodology

Appendix B

Methodology

The Nurse Career-Pattern Study is a prospective, long-term study of the people who enter educational programs in nursing. It was conceived as four concurrent studies, one for the students of each type of nursing education program leading to eligibility for licensure: the practical or vocational nursing program leading to an LPN or LVN; and the associate degree, the diploma and the baccalaureate programs, leading to an RN.

Sampling

When the National League for Nursing (NLN) began the Nurse Career-Pattern Study in 1962, samples of each of the four types of nursing programs were chosen by random number selection from the list of programs having State approval as of October 1961. Inasmuch as this report is concerned only with registered nursing, the text that follows is confined to the three RN programs: associate degree, diploma, and baccalaureate. The sample size for each type of program was determined independently, taking into consideration the following:

- Total enrollment and average enrollment for each type of program.
- Average attrition rate for each type of program.
- Expected attrition of participants responding over the projected period of time.
- Anticipated number of subcategories that could occur in the analysis of the data.

Requests to participate in the study were sent to the 267 registered nurse programs selected for the sample. Those schools that were unable to participate were replaced by other schools also chosen at random. It was necessary to replace two baccalaureate and 20 diploma programs. Since the associate degree programs were relatively new at the time the study began, all 69 of the then-existing schools were asked to participate; of these, eight were unable to do so. (See table 1 in chapter 1.)

Students entering nursing programs in the fall of 1962 provided the initial data for the Nurse Career-Pattern Study. After the passage of the Nurse Training Act of 1964, the Division of Nursing of the U.S. Public Health Service requested that the study be replicated with students entering

in the fall of 1965 and the fall of 1967. It was assumed that these three samplings—1962, 1965, and 1967—could provide data that would portray certain characteristics of nursing students enrolling before and after passage of the Nurse Training Act. For the 1965 sample, the 130 associate degree programs in existence in the fall of 1964 were asked to participate and most of them were quite willing to do so. However, four of the associate degree schools in the 1962 sample did not remain in the study. (Three of the four schools were discontinuing the associate degree program, and one did not wish to continue.) In 1967, the associate degree programs already participating were retained, no new ones were added, and three schools left the study. For both 1965 and 1967, the baccalaureate and diploma samples remained the same as the original except for: diploma schools that had closed in the interim; one baccalaureate school that did not wish to participate in 1965; and two baccalaureate schools that in 1967 had changed the time of admission to the nursing program.

Table 2, in chapter 1, shows the proportions of State-approved programs that participated in the three data collections—1962, 1965, and 1967.

Collection of Questionnaires

Before its opening date, each participating school was requested to estimate the number of students it planned to admit to its freshman class. Then NLN sent to the school a package containing the specified number of questionnaires (Q1), letters of explanation to the students, return envelopes, and instructions to the school staff. Schools were instructed to administer the questionnaire as soon as possible after the students were admitted. This was an attempt to obtain responses from students before any exposure to nursing classes could influence their responses. A member of the school staff distributed the questionnaire. Respondents were instructed to place completed questionnaires in return envelopes, seal them, and return them to the staff member, who in turn was to mail them all together to NLN. From the manner in which returns were usually received at NLN, it would seem that this procedure was followed in the majority of cases.

As soon as a school had returned the number of questionnaires expected, a list of students was prepared and the questionnaires were checked to be sure they included the home address, sex, and marital status of each student. This list was sent back to the school to verify spelling, and if the address, sex, or marital status was not given on every questionnaire, the school was requested to supply this information. No other biographical information was verified by the schools.

About 10 weeks before the class was due to graduate, NLN staff sent to the directors of the participating schools the same list of students, with a letter asking the directors to:

- (1) verify the date of graduation;
- (2) enter the number of listed students expected to graduate;
- (3) note needed corrections, such as change of name; and

(4) indicate, for those students who withdrew from the program, one primary reason for their withdrawal. A list of 10 reasons was contained in the letter.

About 5 weeks before the scheduled graduation date, NLN sent to each school a package for the participating students expected to graduate. It contained the questionnaire (Q2), letters of explanation to the students, return envelopes, and instructions to faculty for administering the questionnaire before graduation. Questionnaires were returned to NLN in the same manner as the initial questionnaire. Data from all samples of graduating students were held open until 1 year after the original graduation date. This served to accommodate most of those whose graduation had been delayed but who had remained to complete the program either in their original school or in a school to which they may have transferred.

A questionnaire (Q2-Wi) was also sent to the home address of every participant who had withdrawn before graduation. This questionnaire was designed to elicit the student's reasons for withdrawal, and information on educational and other activities since leaving nursing school. A series of three followup procedures, the last being a certified letter, was maintained until all possible returns were received.

Individual mailings with three followup procedures, if necessary, were also followed in gathering questionnaires 1 year after graduation. If a questionnaire was returned by the post office for reason of address, the schools were asked to supplement the addresses for that particular participant with any others they might have listed. When the 5-years-after-graduation questionnaires are gathered, the basic procedure remains the same.

Coding and Analysis of Data

All variables on all questionnaires are interpreted by numerical codes. Coding is done by hand, and codes are consistent throughout the study wherever feasible. That is, if a variable recurs on several questionnaires (for example, marital status), the same code applies to all questionnaires. When new variables are introduced (for example, "Are you working?" which first appears 1 year after graduation), codes are consistent for all samples. Since the inception of the study, much of this routine coding has been done or checked by the same person.

The code for the open-ended questions was devised after a series of discussions among the project staff, and an assistant was especially trained by the project director for this specific task. After open-ended questions were coded they were rechecked by the project director, and interpretation was not considered final until agreement between the coder and project director had been reached. Coded variables were keypunched into IBM cards and verified, and the cards thus produced were further checked by sorting or by a computer program. The minimal number of cards for any one participant was three, the result of information from the first questionnaire. Information from each subsequent questionnaire was contained on a single IBM card.

Data-processing programs tailored to fit the needs of the Nurse Career-Pattern Study were all written by the same programmer-consultant. The first program, for 7094 processing, produced a register of all cards within a deck, frequencies for each participating school, totals for each State represented by the schools, and frequencies and percentages by region of the country and total sample. After this initial run, if any discrepancies or errors were still present, the IBM cards were corrected. Each deck was then separated by whether or not a school was participating in the student loan program of the Nurse Training Act and re-run.

After each deck had been processed separately, all decks were merged and transferred to magnetic tape. The tape record provides a description of all responses for each participant. By the use of two other programs, this tape record can be used to provide a total picture of all variables and to produce cross tabulations. Provisions of the programs allow for updating taped information and for merging new decks. Cross tabulations can be produced between any of the variables. Programed methods of controlling the variables on subcategories allow for the study of interrelationships at this level.

Appendix C
Selected Samples of Questionnaires
Used in Study

Appendix C

Selected Samples of Questionnaires Used in Study

Included in this appendix are samples of questionnaires administered to students as freshmen (Q1), and to the same students as seniors expected to graduate (Q2) or as withdrawals (Q2-Wi).

The questionnaires were printed on paper color-keyed to the type of program; e.g., green for diploma students, yellow for baccalaureate students, etc. Also, the open-ended questions relating to choice of the particular program and rejection of other programs specified the types of programs appropriate for the respondents. For example, Q1 for diploma students included the questions: "What were your reasons for choosing a *Diploma Program*?" and "Why did you not choose a Baccalaureate Degree Program? Associate Degree Program? Practical or Vocational Nurse Program?" Other questions were the same for students in each type of program.

For the 1965 and 1967 student cohorts, and for those in the 1962 samples who had not yet graduated in 1965, the general questions about scholarship and loan assistance were made specific to obtain information about the financial aid furnished under the Nurse Training Act of 1964.

Q1		2524
		5-
		6-
NATIONAL LEAGUE FOR NURSING Research and Studies Service		7-
<u>CAREER-PATTERN STUDY</u>		8-
		9-
		10-
		11-
		12-
		13-
		14-
Name: _____	Female ☐ Male ☐	15-
Permanent Address: _____	Mar. ☐ Single ☐ Widow ☐ Div. ☐ Sep. ☐	16-
_____	No. of Children: _____	17-
Date of Birth: _____	Birth Place: _____	18-
		19-
		20-
		21-
		22-
Size of community in which you lived while attending high school:		
Rural _____	20,000 -- 49,999 _____	
Less than 2,500 _____	50,000 -- 99,999 _____	
2,500 -- 4,999 _____	100,000 -- 249,999 _____	23-
5,000 -- 9,999 _____	250,000 -- 1,000,000 _____	
10,000 -- 19,999 _____	Over 1,000,000 _____	
High School from which you graduated: _____		24-
City: _____ State: _____		25-
What was your academic standing in the graduating class? (check one)		
top fourth _____, second fourth _____, third fourth _____, bottom fourth _____		27-
Size of graduating class: 1 -- 49 _____ 200 -- 299 _____		28-
(Check one) 50 -- 99 _____ 300 -- 500 _____		
100 -- 199 _____ Over 500 _____		
Did you previously attend any other school of nursing? Yes _____ No _____		29-
Name of school: _____ City: _____ State: _____		30-
Is father living? Yes _____ No _____		31-
Father's country of birth: _____		32-
Father's occupation: _____		33-
employer: _____		34-
Highest number of years of school he completed (circle one appropriate no.):		35-
under 8, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16		36-
		37-
		38-

Q1. Questionnaire to entering students.

Is mother living? Yes ___ No ___	39-
Mother's country of birth: _____	40-
Mother's present occupation if employed: _____	41-
employer: _____	42-
	43-
	44-
	45-
Highest number of years of school she completed (circle one appropriate no.):	46-
under 8, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16	47-
How many brothers do you have? _____ How many sisters do you have? _____	48-
	49-
How many of them are older? _____ How many are younger? _____	50-
	51-
	52-
	53-
Race: White _____ Religion: Roman Catholic _____	54-
Negro _____ Protestant _____	55-
Oriental _____ Jewish _____	56-
Other (specify) _____ None _____	57-
	58-
Other (specify) _____	59-
Approximate <u>annual</u> total family income at time of entrance to school of nursing:	
Below \$2,500 _____ \$10,000 -- 12,499 _____	2525
\$2,500 -- 4,999 _____ 12,500 -- 14,999 _____	5
5,000 -- 7,499 _____ 15,000 -- 17,499 _____	6-
7,500 -- 9,999 _____ 17,500 -- 19,999 _____	
	7-
	8-
What were your reasons for choosing nursing?	9-
1.	10-
	11-
	12-
	13-
	14-
	15-
2.	16-
	17-
	18-
	19-
	20-
	21-
3.	22-
	23-
	24-
	25-
	26-
	27-
When you think of the future, what kind of nursing do you see yourself doing?	

Q1—Continued.

What person was most helpful to you in making the choice of nursing (for example, guidance counselor, aunt who is a nurse, family doctor, etc.; do not give names)	28-
	29-
	30-
What were your reasons for choosing a Diploma Program	31-
	32-
	33-
	34-
	35-
	36-
	37-
What person was most helpful to you in making the choice of program?	38-
	39-
What were your reasons for choosing this particular school?	40-
	41-
	42-
	43-
	44-
	45-
	46-
Why did you not choose a Baccalaureate Degree Program?	47-
	48-
	49-
	50-
	51-
	52-
	53-
Associate Degree Program?	54-
	55-
	56-
	57-
	58-
	59-
	60-
Practical or Vocational Nurse Program?	61-
	62-
	63-
	64-
	65-
	66-
	67-
	68-
	69-

Check the one clinical field in which you now think you would like to work at the four times listed:	1 year after graduation	5 years after graduation	10 years after graduation	15 years after graduation	2526
Medical Nursing					5-
Surgical Nursing					6-
Maternity Nursing					7-
Child Nursing					8-
Psychiatric Nursing					9-
General Nursing					10-
Health field, but not nursing (specify)					11-
Other (specify)					12-
Undecided					13-
					14-
					15-
					16-
					17-
					18-
					19-
					20-
					21-
					22-

Q1—Continued.

Check the one type of employer for whom you now think you would like to be working at the four times listed:

	1 year after graduation	5 years after graduation	10 years after graduation	15 years after graduation
Hospital				
Nursing Home				
Public Health Agency				
School (school nurse)				
School of Nursing (teaching)				
Industry				
Individual (private duty)				
Doctor, Dentist, etc.				
Other (specify)				

What one type of position do you wish to have at the following four times:

	1 year after graduation	5 years after graduation	10 years after graduation	15 years after graduation
Staff Nurse				
Private Duty Nurse				
Head Nurse				
Supervising Nurse				
Teacher of Nurses				
Administrator of Nursing				
Consultant in Nursing				
Researcher in Nursing				
Other (specify)				

Do you plan to do nursing work after marriage?

Do you now plan to seek further educational preparation in nursing after graduation from this program?

The Federal Government in the Nurse Training Act of 1964 has provided for loan funds for student nurses.

Have you applied for a loan fund from this source? Yes ___ No ___

At the present time have you been granted a loan from this source? Yes ___ No ___

Do you expect a loan from the Nurse Training Act in the future? Yes ___ No ___

Do you now have a scholarship or loan from any other source? Yes ___ No ___

Do you expect to have a scholarship or loan from other sources in the future? Yes ___ No ___

If yes, is this assistance in the form of a scholarship and/or a loan?

Scholarship ___

Loan ___

Q1—Concluded.

national league for nursing, inc.

NLN

10 COLUMBUS CIRCLE, NEW YORK, N.Y. 10019
AREA CODE 212

*Judson 2-1022

Welcome:

Your school has graciously consented to participate in the Nurse Career-pattern Study now being conducted by the National League for Nursing. This study has been planned to follow a definite group of nursing students from the start of their school experience through the first year after graduation. The National League for Nursing and other health groups are interested in the career plans of students who choose nursing.

You are being asked to complete a questionnaire for the study now. You will receive subsequent questionnaires at the time you graduate and about a year after graduation. We hope that you will complete and return these questionnaires, as your participation is important to the meaningfulness of the study. Information resulting from the Nurse Career-pattern Study is significant to all who are concerned with planning for nursing education and for meeting the health needs of the community and nation.

We are pleased to welcome you to the study, and we greatly appreciate your cooperation.

Sincerely,

Barbara L. Tate, Director
Nurse Career-pattern Study

Denta 8

that the nursing needs of the people will be met

Letter accompanying Q1 to entering students.

NATIONAL LEAGUE FOR NURSING
Research and Studies Service

CAREER-PATTERN STUDY

Directions for Administering First Questionnaire to New Students

1. Give to each entering nursing student one questionnaire, one letter and one return envelope. Ask each student to fill out the complete four-page questionnaire. When the questionnaire is completed, have each student fold the questionnaire, place it in the envelope, seal the envelope and return it to the proctor. The proctor should mail the envelopes from all students at one time.
2. The school records probably contain much of this information; however, we would prefer that none of the faculty look at the completed questionnaires and that the students know that the questionnaires will be returned to us in the sealed envelopes. Tabulations showing the total class picture will be sent to you, and later tabulations of the total sample will be sent to you so that you can compare the students in your school with the students in the total sample.
3. Permanent address is that address at which the student makes his home--presumably that of parents, guardian, husband, wife, or some other relative who would always know the whereabouts of the students for receipt and/or forwarding of mail.
4. For questions calling for population, age, grade, class size, and family income, an estimate should be checked rather than left blank if exact figure is not known.
5. For questions pertaining to brothers and sisters, include all who lived beyond infancy even though not now living.
6. If the students do not know what an associate degree, a baccalaureate or a practical or vocational nurse program is, please do not explain. Have them answer "Do not know what this means."
7. If the students ask questions about clinical fields, employing agencies, or types of positions, please do not give any answers except to ask the students to answer the questions as best they can.
8. The answers to the questions about work after marriage and further educational preparation can be Yes, No, Undecided, Maybe, or If -- with qualifying circumstances described. If already married, the answer will no doubt be yes, but some qualifying statement may need to be added.

DENTA - 9

Instructions to faculty administering Q1.

Q2

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NATIONAL LEAGUE FOR NURSING
Research and Studies Service
CAREER-PATTERN STUDY

Name: _____ (Please Print) Single ☐ Mar ☐ Widow ☐ Div ☐ Sep ☐
(Please Check One)

Permanent Address: _____ Number of Children: _____

(City) (State) Social Security Number: _____

Name and address of person who would forward mail if you move during the next year:
Name: _____
Street: _____
City: _____ State: _____

If married, husband's (wife's) occupation: _____

Husband's (wife's) employer: _____

Highest number of years of school husband (wife) completed (circle appropriate number):
under 8, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16

Do you plan to continue to do nursing work while married? _____

Do you now plan to seek further educational preparation in nursing after graduation from this program?

a. If yes, where would you like to go for this preparation? _____

b. If yes, how do you expect to pay for this further preparation (check only one)?

Scholarship or fellowship _____
From personal or family savings _____
By money earned working as a nurse _____
Scholarship and savings _____
Savings and earnings _____
Scholarship and earnings _____
Scholarships, savings and earnings _____
None of the above _____

Check the clinical field in which you now think you would like to work at the four times listed:

	1 yr. after graduation	5 yrs. after graduation	10 yrs. after graduation	15 yrs after graduation
Medical Nursing				
Surgical Nursing				
Maternity Nursing				
Child Nursing				
Psychiatric Nursing				
General Nursing				
Health field, but not nursing (specify)				
Other (specify)				

Q2. Questionnaire to senior students.

Check the type of employer for whom you now think you would like to be working at the four times:

	1 yr. after graduation	5 yrs. after graduation	10 yrs. after graduation	15 yrs. after graduation	
Hospital					
Nursing Home					
Public Health Agency					43
School (school nurse)					44
School of Nursing (teaching)					45
Industry					46
Individual (private duty)					
Doctor, Dentist, etc.					
Other (specify)					

What type of positions do you wish to have at the following four times:

	1 yr. after graduation	5 yrs. after graduation	10 yrs. after graduation	15 yrs. after graduation	
Staff Nurse					
Private Duty Nurse					
Head Nurse					
Supervising Nurse					47
Teacher of Nurses					48
Administrator of Nursing					49
Consultant in Nursing					50
Research in Nursing					
Other (specify)					

Did you work for pay at any time since you entered this school to study nursing? Yes ___ No ___ 51

If yes, approximately what were your total earnings? \$100 or less ___ 52
\$101 to 500 ___
\$501 to 1000 ___
over \$1000 ___ 53

What kind of work did you do? ___ 54

By whom were you employed? ___ 55

Did you receive a scholarship to help pay for your nursing education? Yes ___ No ___ 56

If yes, approximately what was the total amount of scholarship help? \$100 or less ___ 57
\$101 to 500 ___
\$501 to 1000 ___
over \$1000 ___

Did you borrow any money to help pay expenses resulting from attending the school of nursing? Yes ___ No ___ 58

If yes, approximately what was the total amount of the loan(s)? \$100 or less ___ 59
\$101 to 500 ___
\$501 to 1000 ___
over \$1000 ___

NLN/BLT
CPS - 11

Q2. Concluded.

nursing services — nursing education — citizen participation

national league for nursing, inc.

NLN

• 10 COLUMBUS CIRCLE, NEW YORK, N.Y. 10019
AREA CODE 212
• JUSeon 2-1022

Greetings:

A few weeks after you entered this school of nursing, you were asked to complete a questionnaire for the Nurse Career-pattern Study. You are now being asked to complete a second questionnaire for the same study.

This study has been designed to follow a definite group of nurses through their school days and on through their days of graduate nurse employment and/or motherhood. The National League for Nursing is anxious to know how well-prepared nurses are using their education to contribute to the health of the community.

We plan to send you a short questionnaire about one year from the day you graduate. We hope you will complete and return this questionnaire and that you will help keep your address on file with us so that we can find you easily. If it appears that further data would be useful we may wish to communicate with you at an even later date.

Your cooperation is very much appreciated. This study is very important to the future of nursing and nursing education. All responses to these questions are considered confidential and at no time will you be identified as a participant. Thank you.

Sincerely,

Lucille Knopf

(Mrs.) Lucille Knopf
Director
Nurse Career-pattern Study

LK:ph
CPS - 10
Denta

that the nursing needs of the people will be met

Letter accompanying Q2 to senior students.

nursing service—nursing education—citizen participation

national league for nursing, inc.

10 COLUMBUS CIRCLE, NEW YORK, N.Y. 10019
AREA CODE 212
Judson 2-1022

NLN

The Nurse Career-pattern Study plans call for a second questionnaire to be completed by the participating students within the last six weeks prior to graduation.

According to our records, the students will complete the program. Would you check the enclosed list and tell us the number of listed students whom you expect will complete the program at the scheduled time or within a few weeks thereafter? Also either confirm or correct the completion date. For any students who are not graduating at this time but will graduate at some future date, would you please note the approximate completion date for each one?

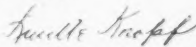
For each student on the list who will not complete the program, would you please tell us which one of the following would most nearly approximate the primary reason for withdrawal:

1. scholastic failure
2. no longer interested in nursing as a career
3. considered by faculty to be unsuited for nursing
4. marriage
5. pregnancy
6. family or other personal problems
7. financially unable to continue
8. to enter another nursing program
(If possible please indicate the school to which the student has transferred or to which transcripts were sent.)
9. poor health
10. other or unknown

An abbreviated notation of the reason beside the name of the students on the list will be an adequate response. If any students have married, it would help us if you would add their married names to the list. Please return the list and the enclosed form in the self-addressed envelope.

We appreciate your cooperation in this study.

Sincerely,



Lucille Knopf, Research Associate
Nurse Career-pattern Study

DENTA - 14
Enc. 3

... that the nursing needs of the people will be met

Letter to faculty administering Q2.

NATIONAL LEAGUE FOR NURSING
Research and Studies Service

CAREER-PATTERN STUDY

Directions for Administering Questionnaires to Senior Students

1. Give to each senior nursing student one letter, one questionnaire and one return envelope. Ask each student to read the letter and then fill out the complete two-page questionnaire. When the questionnaire is completed, have each student fold the questionnaire, place it in the envelope, seal the envelope and return it to the proctor. The proctor should mail the envelopes from all students at one time. One extra letter and questionnaire are enclosed for your files.
2. We would prefer that none of the faculty look at the completed questionnaires and that the students know that the questionnaires will be returned to us in the sealed envelopes. Tabulations showing the total class picture will be sent to you, and later tabulations of the total sample will be sent to you so that you can compare the students in your school with the students in the total sample.
3. Permanent address is that address at which the student makes his home--presumably that of parents, guardian, husband, wife, or some other relative who would always know the whereabouts of the student for receipt and/or forwarding of mail.
4. If the students ask questions about clinical fields, employment agencies, or types of positions, please do not give any answers except to ask the students to answer the questions as best they can.
5. The answers to the questions about work after marriage and further educational preparation can be Yes, No, Undecided, Maybe, or if--with qualifying circumstances described. If already married, the answer will no doubt be yes, but some qualifying statement may need to be added.
6. For the questions regarding place and financing of future educational preparation, the answer should be what the student expects to do whether she is sure she can follow through with her plans or not.

NLN/BLT
CPS-9

Instructions to faculty administering Q2.

NATIONAL LEAGUE FOR NURSING
RESEARCH AND STUDIES SERVICE

Ident. No. _____

NURSE CAREER-PATTERN STUDY

Name: _____ Female ☐ Male ☐ 15-
(Please Print)
Address: _____ Single ☐ Married ☐ Widow ☐ Div. ☐ Sep. ☐ 16-
No. of Children: _____ 17-

Part I:

When you left the nursing program, in what year of the program were you enrolled?

1st yr. ☐ 2nd yr. ☐ 3rd yr. ☐ 4th yr. ☐ 5th yr. ☐ 18-

Did you work for pay at any time when you were enrolled in school to study nursing?

Yes ☐ No ☐ 19-

If yes, approximately what were your total earnings? \$100 or less _____ 20-
101 to 500 _____
501 to 1,000 _____
over 1,000 _____

What kind of work did you do? _____ 21-
22-

By whom were you employed? _____ 23-

Did you receive a scholarship to help pay for your nursing education? Yes ☐ No ☐ 24-

If yes, approximately what was the total amount of scholarship help?
\$100 or less _____ 25-
101 to 500 _____
501 to 1,000 _____
over 1,000 _____

Did you borrow any money to help pay expenses resulting from attending the school of nursing? Yes ☐ No ☐ 26-

If yes, approximately what was the total amount of the loan(s)?

Federal Nurse Training Act Other
\$100 or less _____ \$100 or less _____ 27-
101 to 500 _____ and/or 101 to 500 _____ 28-
501 to 1,000 _____ 501 to 1,000 _____
over 1,000 _____ over 1,000 _____

What was the one main reason for your leaving the nursing program?

(Check only one)

_____ Scholastic failure _____ Family or personal problems 29-
_____ No longer interested in _____ Financially unable to continue 30-
nursing as a career _____ To enter another nursing program
_____ Considered by faculty to be _____ Poor health
unsuited for nursing _____ Other _____
_____ Marriage
_____ Pregnancy 31-
32-

Q2-Wi. Questionnaire to students who withdrew before graduation.

Part II:

Have you enrolled in any other nursing program since leaving the program indicated in Part I? Yes ☐ No ☐ 33-

If yes, what type of nursing program?

☐ Practical or vocational

☐ Associate degree or community college 34-

☐ Hospital diploma

☐ Baccalaureate or college

What is your present status regarding the above program?

☐ Have graduated

☐ Am still enrolled 35-

☐ Withdrew

☐ Other (specify) _____

Have you attended any other educational program since leaving the nursing program? Yes ☐ No ☐ 36-

If yes, what was your major subject of study or training? _____ 37-

38-

Are you employed at the present time? Yes ☐ No ☐ 39-

If yes, what type of work are you doing? Check the one that best describes your work: 40-

— 1. Registered professional nurse

— 2. Licensed practical or vocational nurse

— 3. Nursing aide, orderly, nursing assistant, psychiatric aide, or similar position

— 4. Technical or professional work in or related to the health field, i.e., hospital laboratory technician, sanitarian, X-ray technician, physical therapy, occupational therapy, dental hygiene

— 5. Clerical or accounting type of work in a hospital, nursing home, clinic or doctor's office, infirmary or health service

— 6. Teacher in a public or private school, college, or university

— 7. Social welfare type of work not for a hospital, nursing home, or clinic

— 8. Some other type of employment (Please specify) _____

If you have not already done so, would you like to return to nursing school? 41-

Yes ☐ No ☐

If yes, what is the one main reason you have not yet returned to nursing school?

☐ Scholastic requirements

☐ Financial requirements

☐ Marriage and home responsibilities 42-

☐ Health reasons

☐ Other (Specify) _____

Form Approved
Budget Bureau
No. 68-6537

Q2-Wi—Concluded.

nursing services—nursing education—citizen participation

national league for nursing, inc.

NLN

10 COLUMBUS CIRCLE, NEW YORK, N.Y. 10019

AREA CODE 212

Judson 2-1022

Transmittal letter
Withdrawals Q.2 Wi

Diploma
1967 Sample

Greetings:

In the fall of 1967 when you entered a diploma nursing program, you completed a questionnaire for the Nurse Career-pattern Study. When your class was scheduled to graduate, the director of that program indicated you would not be graduating at that time. We are anxious to know the reason you left that program and also what you are now doing. We are interested in knowing your present occupation and whether it is related to nursing or not.

Would you please take a few minutes to fill out the enclosed questionnaire and return it to us? Part I pertains entirely to the program in which you were enrolled in the fall of 1967. Part II pertains to your education and occupation since leaving that nursing program.

The answers to this questionnaire will be considered confidential and at no time will you be identified as a participant. However it is very important to nursing that we learn more about all students and graduates whether they continue in nursing practice or not.

We will appreciate very much receiving your completed questionnaire in the next few weeks.

Sincerely,

Lucille Knopf, Director
Nurse Career-pattern Study

"...that the nursing needs of the people will be met."

Letter accompanying Q2-Wi to students who withdrew.